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ABSTRACT

The second of two volumes, this bibliography of doctoral dissertations dealing with the education of Puerto Ricans in Puerto Rico and in the United States includes bibliographical data and abstracts/summaries of 277 dissertations completed mainly from 1975 through 1982. The purpose of the listing is to record every dissertation so as to aid scholarship on Puerto Rican education. The entries are listed by author. A subject index is provided. Each entry lists the author's name, title of dissertation, type of doctoral degree, name of university, year accepted, total pages, source of abstract ("Dissertation Abstracts International" volume, number, date, and pages), and ordering number for securing microfilm or hard copy. Abstracts of about 250 to 300 words are provided. A preliminary alphabetical list of authors of the dissertations and a concluding detailed 41-page subject index are included. (Author/RM)

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EDUCATION IN PUERTO RICO
AND OF PUERTO RICANS IN THE U.S.A.;
ABSTRACTS OF AMERICAN DOCTORAL DISSERTATIONS
VOLUME 2

Compiled and edited by

Franklin Parker

and

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1984

54 015 324

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Abstract

Education in Puerto Rico and of Puerto Ricans in the U.S.A.:

Abstracts of American Doctoral Dissertations, Volume 2

Compiled and edited by

Franklin Parker

and

Betty June Parker

This comprehensive bibliography of doctoral dissertations with abstracts and a subject index includes 277 dissertations completed mainly from 1975 through 1982 and is the Volume 2 addition to the same compilers' previously edited Education in Puerto Rico and of Puerto Ricans in the U.S.A.: Abstracts of American Doctoral Dissertations (San Juan, Puerto Rico 00936: Inter American University Press, 1978), 601 pages.

Each of the 277 entries consists of author's name, title of dissertation, type of doctoral degree, name of university, year accepted, total pages, source of abstract (Dissertation Abstracts International volume, number, date, and pages), ordering number for securing microfilm or hard copy, and abstract of about 250 to 300 words. A preliminary alphabetical list of authors of the dissertations and a concluding detailed 41-page subject index are included.

50 015 324

To Our Beloved
Jane Meadows Parker
and
Charles Persinger Parker

PREFACE

This Volume 2 supplements the collection of abstracts of 284 doctoral dissertations we originally compiled and edited: Education in Puerto Rico and of Puerto Ricans in the U.S.A.: Abstracts of American Doctoral Dissertations (San Juan, Puerto Rico 00936: Inter American University Press, 1978), 601 pages.

Each entry consists of: author's name, doctoral degree, title of dissertation, name of university, year accepted, pages, source of abstract (mainly DAI, or Dissertation Abstracts International, volume, number, date, pages), and the XUM Order No. for those wanting to order the dissertation from University Microfilms, Inc., P. O. Box 1764, Ann Arbor, MI 48106, or toll free phone: 800-521-3042. In a few instances, the source listed for the abstract is CDI, or University Microfilms, Inc., Comprehensive Dissertation Index (1861-1972), volume and page, in the 37-volume index, plus CDI indexes published annually since 1973.

In this supplementary Volume 2, consisting of abstracts of 277 additional doctoral dissertations completed mainly between 1975 and 1982, our aim was to record every locatable dissertation so as to aid scholarship on Puerto Rican education.

We are grateful to University Microfilms, Inc., for their indexes, abstracts, and other publications; to West Virginia University Reference Librarian Clifford Hamrick and his staff, who helped us secure bibliographical data, abstracts, summaries, and tables of content; and to Anne Drake for her expert typing.

Betty June Parker
Franklin Parker

West Virginia University, Morgantown

January, 1984

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1. ACOSTA-RAMOS, José A. (Ed. D.). "TEACHERS' PERCEPTIONS OF PRINCIPAL'S EFFECTIVENESS IN PUERTO RICO." Lehigh University, 1979. 115 pp.
Source: DAI, XL, 3A (September, 1979), 1160-A.
XUM Order No. 7919965.

The purpose of this study was to identify the elementary school teachers' perceptions of the principal's effectiveness in carrying out the functional administrative areas of staff-principal relations, curriculum and instruction, school management, and school-community relations.

The stated hypotheses were: (1) there is no significant difference in teachers' perceptions of principal's effectiveness between most and less effective principals in all four functional areas of administration; (2) there is no significant difference in teachers' perceptions of principal's effectiveness among the four functional areas of administration for most effective principals; (3) there is no significant difference in teachers' perceptions of principal's effectiveness among the four functional areas of administration for less effective principals; (4) there is no significant difference in teachers' perceptions of principal's effectiveness among school districts for most effective principals; (5) there is no significant difference in teachers' perceptions of principal's effectiveness among school districts for less effective principals; and (6) there is no significant difference in teachers' perceptions of principal's effectiveness among the four functional areas of administration for both groups, most and less effective principals.

The sample of the study consisted of 120 elementary school teachers; 10 were selected from each one of the schools directed by each one of the 12 principals ranked by their immediate supervisors, as 6 most effective and 6 less effective ones.

Data for the study were collected by means of a scale-type questionnaire constructed by the researcher. The questionnaire contained 48 behavior statements, identified from the literature reviewed, proper to the principal in carrying out the four functional administrative areas. Each

teacher filled out the questionnaire according to his perceptions of the principal in each one of the behavior statements.

To test the main effects and the interaction effects of the hypotheses, the analysis of variance repeated measure was used. The analysis of the data presented the following results:

1. There was no significant difference in teachers' perceptions of principal's effectiveness between most and less effective principals in all functional areas of administration, except for the staff-principal relations area, that was significant at the .05 level.
2. There was no significant difference in teachers' perceptions of principal's effectiveness among the four areas of administration for most effective principals.
3. There was no significant difference in teachers' perceptions of principal's effectiveness among the four functional areas of administration for less effective principals.
4. There was no significant difference in teachers' perceptions of principal's effectiveness among school districts for most effective principals.
5. There was no significant difference in teachers' perceptions of principal's effectiveness among school districts for less effective principals.
6. There was no significant difference in teachers' perceptions of principal's effectiveness among the four functional areas of administration for both groups, most and less effective principals.

The overall results of the study show that, according to teachers' perceptions, the principals need to improve in the school-community relations area.

2. ADAMÉS-HILL, Angelina (Ed. D.). "A COMPARATIVE

ANALYSIS OF THE ENGLISH COMMUNICATION COMPETENCIES OF BUSINESS GRADUATES IN PUERTO RICO."

Lehigh University, 1978. 178 pp. Source: DAI, XXXIX, 10A (April, 1979), 5967-A. XUM Order No.

7908506.

Problem: The purpose of this study is to determine the degree of agreement among groups of educators, executives, and business graduates concerning their perceptions of the communication competencies needed for effective performance in business. The study identifies communication competencies for which there is consensus as a basis for making recommendations for a communication curriculum.

Methodology: Data were gathered by means of a Q-sort deck of cards and profile sheets. A list of competency statements was submitted to a panel of experts in education and business for refinement. Their recommendations led to a final list of 50 statements which constituted the 50 Q-sort items used in this study.

Q-sorts and profile sheets were mailed to random samples of educators, executives, and business graduates, 100 in each group. Sixty-two educators, 55 executives, and 70 graduates provided the research data.

To determine the degree of agreement among educators, executives, and graduates, the Kendall W and Kendall τ were computed. The null hypothesis of a random assignment of ranks was to be rejected at the .05 level of significance. To determine the extent of agreement between the groups' Most Significant and Least Significant statements, the t-test was applied. The null hypothesis of no significant difference in the means between two groups was to be rejected at the .05 level of significance.

On the basis of their content, the 50 competency statements were classified into six categories: Listening and Speaking, Communication Principles, Problem-Solving, Writing Styles, Written Communication, and Content Areas. The differences and similarities between the rankings of the three groups were analyzed descriptively.

Results: The obtained Kendall W value of .9662--significant at the .001 level--revealed a strong degree of agreement among educators, executives, and graduates. Similarly, Kendall τ coefficients of .8203, .18338 and .17888--significant at the .001 level--indicated a high degree of association between the groups.

According to the t-test, the three groups exhibited differences significant at the .05 level in the comparison of the Most and Least Significant statements. Educators, executives, and business graduates disagreed on the individual comparisons of 9 Most Significant statements and 12 Least Significant statements. Graduates exhibited more differences than any other group. Most of the disagreement occurred in competencies related to Written Business Communications and the Content Area competencies.

On the basis of the findings, it was recommended that the communication curriculum place primary stress on the development of the ability to communicate effectively in oral business situations, and secondly, in the ability to communicate clearly, concisely and simply in written situations.

3. AGUIRRE-MOLINA, Marilyn Norat (Ed. D.). "CRITICAL TRAINING REQUIREMENTS FOR ALCOHOLISM COUNSELORS WORKING WITH FIRST GENERATION PUERTO RICAN MALES IN NEW YORK CITY." Columbia University Teachers College, 1980. 267 pp. Source: DAI, XLI, 4A (October, 1980), 1413-A. XUM Order No. 8022093.

The need to train alcoholism manpower to work with special populations--minorities, women and youth--has been frequently stated and well documented. Yet little has been done to systematically identify the specific content of training that is needed to prepare alcoholism personnel for the particular task.

Therefore, this study focused on one specific minority population, the first generation Puerto Rican alcoholic male in New York City, and identified the critical training requirements needed to prepare alcoholism counselors (degreed and non-degreed) to perform effective job functions with the Puerto Rican client.

The Puerto Rican population was selected because of its special cultural characteristics and because alcoholism-related problems (cirrhosis death rates, motor accidents, etc.) are very high among this population.

Fifty-seven critical training requirements for

alcoholism counselors working with the Puerto Rican client were formulated from 204 critical behaviors extracted from 128 critical incidents reported. These reports were gathered from a sample size of 70. The training requirements were presented under major categories based on the classification of similar or like behaviors.

Following the formulation of the critical training requirements, a Delphi instrument was developed from these categories and sub-categories to further identify the importance of the individual requirements for ultimate inclusion in a counselor training activity or curriculum. A modified two round Delphi Technique yielded data representing the consensus of ten alcoholism experts who have extensive experience with the Puerto Rican population.

The final data were organized into tables providing ratings for alcoholism counselor training requirements for working with the Puerto Rican male client. The ratings consisted of the following:

I Essential. A interquartile range spread of 1.00 or less; and a median rating between 6.50 and 7.50 in the numerical category.

II Useful. An interquartile range spread of more than 1.0 but less than 4.00; and a median rating between 5.50 and 7.50 in the numerical category.

III Unimportant. An interquartile range spread of 4.00 or more; and/or a median rating of less than 5.50 in the numerical category.

The two categories ranked highest and considered most Essential were Counseling and Treatment and Knowledge of Alcohol Use and Alcoholism. Counseling and Treatment had 49 (62.03 percent) of the items rated as Essential; 25 (31.63 percent) items rated Useful; and 5 (6.33 percent) rated Unimportant. Knowledge of Alcohol Use and Alcoholism had 8 (57.14 percent) of the items rated Essential; 6 (42.86 percent) rated Useful; no item was rated Unimportant. For both of these categories most emphasis was placed by the judges on training requirements that address Puerto Rican language and culture--values, lifestyles and beliefs--and skills for working with the Puerto Rican's family.

Intake Procedures and Interview Skills and Crisis Intervention Skills received high ratings

also. Intake Procedures and Intervention Skills was given 11 (50.0 percent) Essential, 9 (40.91 percent) Useful and 2 (9.09 percent) Unimportant ratings. Similarly, Crisis Intervention Skills was given 4 (50.0 percent) Essential, 4 (50.0 percent) Useful and no item was Unimportant. Once again, language- and culture-related training requirements in these two categories received high priority ratings from the judges.

The lowest score was given to Reporting and Record Keeping with no Essential items, 3 (100.0 percent) Useful and no item Unimportant.

Finally, the panel was in strong agreement that the alcoholism counselor working with the Puerto Rican client should be bilingual and bicultural, possess the credential of alcoholism counselor and be well versed with the experiences of the Puerto Rican in New York City. With regard to the sex of the counselor, the general opinion was that it was preferable to have a male counselor service the Puerto Rican male client.

4. ALBERTS, Rosanne (Ph. D.). "FURTHER DEVELOPMENT OF AN INSTRUMENT THAT MEASURES EXPECTATIONS OF AFFECT FROM ACHIEVING IN LEARNING IN SCHOOL IN FIRST-GRADE CHILDREN." Fordham University, 1973. 78 pp. Source: DAI, XXXIV, 1A (July, 1973), 164-A. XUM Order No. 73-16,043.

The purpose of this study was to develop further Woofles, an instrument designed to measure expectations of affect from achieving in learning in school, by determining its basic item statistics, reliability, and validity for Black, Puerto Rican, and White first-grade children.

Woofles consists of 30 items and it is individually administered in less than 10 minutes. Each item includes a verbal description paired with a photographic illustration of a specific school activity. Three children appear in each photograph: one Black, one Puerto Rican, and one White. Fifteen of these 30 items describe school situations indicative of expectations of negative affect from achieving in learning in school, while 15 items describe school situations indicative of expectations

of positive affect from achieving in learning in school. Each subject is introduced to a small hand-puppet named Woofles who asks the child to indicate whether or not he likes each of the 30 school situations. The total score for each subject is the sum of correct responses.

Woofles was administered to 315 first-grade children from four urban public schools located in predominantly lower middle-class neighborhoods. The 315 subjects consisted of 37 Black males, 46 Black females, 68 Puerto Rican males, 57 Puerto Rican females, 58 White males, and 49 White females. In order to determine concurrent validity of Woofles, a subsample of 241 of these subjects was also administered two other tests: the Beere instrument that measures attitudes toward school and Gumpgookies, a test that measures motivation to achieve in school. Based on the combined judgement of the teachers and the interviewers, those children who were non-English speaking or who had difficulty understanding English were eliminated from the sample.

Some basis for concurrent validity of the instrument was demonstrated by low, but significant correlations of Woofles with three independent variables, the Beere instrument, Gumpgookies, and the School-Enjoyment factor of Gumpgookies. The highest relationship was demonstrated between Woofles and the School-Enjoyment factor of Gumpgookies. These findings can be interpreted as providing some tentative directions that, through further pursuit, may even-tuate in concurrent validity.

No significant difference was found between the performance of boys and girls on Woofles. Previous research studies have consistently demonstrated differences between sex and attitudes toward school. However, a significant difference was found between the performance of Puerto Rican children and the Black and White children indicating that Puerto Rican children expressed expectations of less positive affect from achieving in learning in school than either the Black or the White children. Furthermore, both the Black and White children expressed generally positive feelings toward learning.

It can be concluded that Woofles appears to be promising as an instrument designed to measure expectations of affect from achieving in learning in school for young children. Of particular importance

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is its effectiveness in obtaining and maintaining the interest of young children. In addition, it is quickly administered. Although its internal and test-retest reliabilities and its estimates of concurrent validity are low, primarily because its items are too easy for this age group and they have only moderate discrimination indices, Woofles does warrant further development. By revising the items in order to decrease the difficulty levels and increase the discrimination indices, Woofles may become a more appropriate instrument in this critical area of school attitude assessments of young children.

5. ALBIZU MRELENDEZ, Winifred (Ph. D.). "A COMPARATIVE ANALYSIS OF THREE INSTRUCTIONAL APPROACHES TO THE TEACHING OF READING IN ENGLISH AS A SECOND LANGUAGE AMONG DISADVANTAGED STUDENTS AT INTER AMERICAN UNIVERSITY OF PUERTO RICO." New York University, 1976. 149 pp. Source: DAI, XXXVII, 2A (August, 1976), 821-A-822-A. XUM Order No. 76-19,008.

The cognitive effects of tutoring as an instructional approach at the college level were investigated. Focus was on reading achievement in English as a second language among a group of disadvantaged college freshmen. Gaps in the research literature on tutoring as well as the practical needs of universities with open admissions policies provided a rationale for the study. The research design called for the creation and comparison of three instructional approaches: directed and non-directed tutoring as experimental groups, and traditional classrooms as a control. Directed tutoring was defined as a tutorial situation whereby a tutor's teaching activities were prescribed by a sequence of materials and procedures given by the teacher on tapes. The non-directed tutors were permitted to engage in teaching activities that were less structured, thus allowing the tutor to use judgement in the choice of materials and approach. The effectiveness of the two tutorial settings compared to the traditional one in the learning of reading in ESL was then determined. The effect of tutoring on the tutor and on the tutee was also examined. This investigation, in addition, attempted to isolate psycholo-

gical and sociological factors seemingly present for the successful tutoring. Ideas from Cohen, Rotter, and Skinner helped provide concepts to explain the learning process.

The investigation employed experimental research techniques. One hundred sixty-one students from a four-year liberal arts, metropolitan, private university participated in the study. The sample was representative of the lower academic ability of freshmen and was selected upon the variables of GPA, CEEB scores, SES, reading achievement, and age limit.

After screening results, students were then selected and enrolled in four experimental sections (56 directed tutors and tutees, 54 non-directed tutors and tutees) and one control group (51 students). Experimental groups met in a reading room which allowed students to work in pairs without supervision of the teachers. Meanwhile, control groups met with teachers in a traditional classroom setting. At the end of the semester experimentals and controls were posttested.

The Inter-American Test of Reading, Level 5, Form DE, was administered to all entering freshmen to pre- and posttest them. College records were used to determine age, SES, GPA, and CEEB scores of all freshmen. In addition, participating students answered the English Attitudes Questionnaire at the outset and at the end of the experiment. The questionnaire provided the researcher with a further outlook of the students' feelings toward the language. Experimentals were also requested to answer the Cognitive Learning Style Inventory, a bogus questionnaire which provided an acceptable explanation for why some students were assigned the role of tutor and others the role of tutee. As an exploratory element of the research, video cassettes of the three instructional approaches were made.

To determine the degree to which posttest and adjusted mean scores of the two experimental and control groups were significantly different, a one-way analysis of covariance was computed. It showed that the effects of the two tutorials as compared to the controls were significant far beyond the .05 level. Further analysis showed that significant differences also occurred between adjusted mean scores of the tutors and the tutored when compared to the controls but that no difference occurred between the tutors and tutees. With regard to

interaction effects, the two-way analysis of covariance uncovered no interaction effect for the experimentals. It is important to add that directed tutors evidenced the strongest adjusted mean and the non-directed tutees evidenced the lowest adjusted mean.

Particular behaviors were found prevalent in the qualitative analysis of the three arrangements. Traditional classroom teaching was dull, inactive, with little or no student participation. While in the two tutorials, students were kept in constant dialogue, activity, and involvement in a cooperative and unsupervised learning situation.

Major conclusions were as follows: (a) Tutoring had a significant effect on the reading achievement of disadvantaged college freshmen in ESL. (b) Both directed and non-directed tutoring were far more effective as classroom approaches than the traditional classroom with directed tutoring somewhat more effective than non-directed tutoring as a classroom approach and not whether one was assigned the role of tutor or tutee. (c) The traditional classrooms included in this study were virtually non-conducive to the learning of reading skills in ESL.

This study could be duplicated at other educational levels and with different kinds of students, and at the same time hope to make directed tutoring more effective. Also, evidence indicates that tutoring can be researched in other areas of college life, such as residence hall and social activities. Tutoring could be implemented in almost every aspect of learning.

The initial success with this project indicates that tutoring can open doors for the disadvantaged. Far more research in this area is needed before firm conclusions can be made. However, it is hoped that this experiment and similar studies in the future may well provide college teachers with the conviction that some students need other classroom approaches and that tutoring is one of them.

6. ALGARIN DE GARDESLEN, Nora C. (Ph. D.). "THE EXECUTIVE PROFESSIONAL LEADERSHIP OF SELECTED PUERTO RICAN HIGH SCHOOL PRINCIPALS AS PERCEIVED BY THEIR TEACHERS, SUPERINTENDENTS, AND

PRINCIPALS THEMSELVES." New York University,
1978. 179 pp. Source: DAI, XXXIX, 4A (October,
1978), 1937-A-1938-A. XUM Order No. 7818123.

The purposes of the study were: (1) to find out how superintendents, teachers, and principals perceive the executive professional leadership of selected high school principals in Puerto Rico; (2) to determine if there is any relationship among the three perceptions; (3) to determine if there is any relationship between the selected principals' executive professional leadership and selected personal characteristics (sex, age, general education, professional preparation, years of experience, and position in the eligibility register); and (4) to determine if there is any relationship between the selected principals' executive professional leadership and selected characteristics of their schools (number of teachers, school enrollment, and type of school organization: single or interlocking).

The stated hypotheses were: (1) there is no significant relationship between the selected principals' executive professional leadership as perceived by their superintendents and as perceived by their teachers; (2) there is no significant relationship between the selected principals' executive professional leadership as perceived by their superintendents and as perceived by themselves; (3) there is no significant relationship between the selected principals' executive professional leadership as perceived by their teachers and as perceived by themselves; and (4) there is no significant relationship between the selected principals' executive professional leadership as perceived by their teachers and their superintendents and selected personal characteristics and selected characteristics of their schools.

The population of the study was comprised of high school principals in Puerto Rico who do not have assistants and who have worked in the selected schools for at least one year prior to the study, their superintendents, and a sample of ten randomly selected teachers from each school who have worked with each principal for at least one year prior to the study. Findings in the study were based on data collected from 36 principals, 36 superintendents, and 360 teachers.

Data for the study were collected by means of

personal data sheets and the EPL Questionnaire developed by Neal Gross and Robert E. Herriot. The EPL scores assigned by the three groups of participants were correlated by means of the Spearman Rank Correlation coefficient formula, an adaptation of the Pearson product moment correlation coefficient, at .05 level of significance. The relationship between the principals' EPL scores and position in the eligibility register was computed by means of the Spearman Rank Correlation coefficient formula. The relationship between the selected personal characteristics and selected characteristics of their schools and the principals' EPL scores as perceived by their superintendents and as perceived by their teachers were computed by means of a Chi-square test of independence.

A significant relationship was found between the EPL scores assigned by the superintendents and the EPL scores assigned by the teachers, between the EPL scores assigned by the superintendents and EPL scores assigned by the principals, and between the EPL scores assigned by the principals and the EPL scores assigned by the teachers. A significant relationship was also found between the EPL scores assigned by superintendents and teachers and position in the eligibility register, and between EPL scores assigned by teachers and age of principals.

No significant relationship was found between EPL scores assigned by superintendents and teachers and sex, years of experience, general education, professional preparation, school enrollment, number of teachers, and type of school organization, and between EPL scores assigned by superintendents and age of principals.

7. ALONSO, Isabel (Ed. D.). "CONJUGAL ROLE-RELATIONSHIPS AND SOCIAL NETWORKS AMONG THIRTY URBAN PUERTO RICAN FAMILIES." Harvard University, 1979. 248 pp. Source: DAI, XL, 11A (May, 1980), 5699-A. XUM Order No. 8010528.

This field study describes the conjugal role patterns and explores the relationships of these patterns with the social networks, and other ethnographic variables of thirty families. The couples were living in a stable marital union, having at least one child at home. They were native Puerto

Ricans with a low to moderate stable income, and were residents of subsidized apartment buildings in the San Juan Metropolitan Area.

The main goals of this research were to study the association between conjugal roles and other variables of family life as well as to develop techniques of data collection and analysis that could be applied to other settings. The data presented in this study were obtained from two basic sources: interviews with the women and direct observations by the researcher. Closed and open-ended items were designed to encourage informal discussion about topics of interest to the study.

Information on over 250 variables was coded for each family income, level of education and the previous residences of the family. The variables concerning the conjugal roles and family social networks were all transformed to an ordinal level of measurement.

The values were assigned according to the typology suggested by Bott and Rainwater (1964), which provided categories for segregated roles, intermediate roles and roles that involve joint activities and male-female equality. The segregated role patterns corresponded to a closed network; transitional patterns corresponded to an intermediate network, and the joint patterns to a loose social network.

The questions relating to conjugal roles were organized into eight subgroups and those relating to social networks into four. The factor analyses used to investigate the variables in each of the twelve subgroups made it possible to determine: (a) how the variables included within the subgroups cluster together, and (b) what combinations or clusters of these variables should be included in further analysis. By inspecting the rotated factor matrix, it was possible to identify those variables with highest loadings.

Correlation coefficients were computed to examine the interrelationships among the conjugal role variables, the social network variables, and the background characteristics of the families.

The data show that about three-fourths of the families are "traditional." The decision-making process reflects a "modern" pattern of noninvolvement of the male in the wife's life and household

responsibilities. The attitudes toward family life styles; i.e., status of women and men and equal rights, show a "modern mentality." However, these attitudes do not necessarily reflect what is actually happening in their family life.

The results indicate that these families tend to be either traditional (13 families) or transitional (17 families) in their proximity and contacts with other relatives. The correlations between the conjugal role questions and the social network variables demonstrate an inconsistent pattern of relationships. Six of the eight significant correlations computed support the hypothesis that urban contacts, education, and income variables are better indicators of conjugal role patterns than of the social network factors. The correlations between income and social-network variables, however, were not consistent. Only two significant coefficients exist and they are of opposite direction.

The results of the analyses are relevant to Bott's (1971) hypothesis--the degree of segregation in the role-relationship of the husband and wife varies directly with the connectedness of the family's social network. The findings are not consistent evidence for the predicted relationship between social networks and conjugal roles. The results of the statistical analysis of the data demonstrate that both negative and positive correlations were found. Some correlations supported the hypothesis and others refuted it.

8. ALVIRA-BENÍTEZ, Sigfredo (Ed. D.). "SELECTED

FACTORS IN HOME ENVIRONMENT AND PUERTO RICAN

FOURTH GRADE PUPILS' READING ACHIEVEMENT."

Temple University, 1977. 116 pp. Source: DAI,

XXXVII, 12A (June, 1977), 7528-A. XUM Order No.

77-13,487.

I. Type: Descriptive.

II. Problem: Investigate significant relationships between sex, reading achievement of fourth graders and one or more of these home environment variables--home living environment, economic status, educational background of parents, language used at home, reading activities, and parent-child reading inter-

action.

III. Research Question: Are there significant relationships between sex, reading achievement of fourth graders and one or more of the home environment variables--home living environment, economic status, educational background of parents, language used at home, reading activities, and parent-child reading interaction?

IV. Delimitations: A. Population: 30 boys and 30 girls--fourth graders--Welsh Elementary School. B. Materials: 1. Iowa Tests of Basic Skills, Forms 5 and 6. 2. Reading Achievement Test: Lippincott Series, Book F. 3. Questionnaire: a. Administered to subjects' parents. b. Purpose: Assess information on the home environment factors stated in research question.

V. Statistical Analysis Used: A. Multiple regression analysis technique. B. Significant differences--hypothesized at .05 level.

VI. Findings: A. There was significant relationship between sex, reading achievement and these home environmental variables: 1. Home living environment. 2. Economic status. 3. Educational background of parents. 4. Reading activities of parents and children. 5. Parent-child reading interaction. B. Children achieving in reading according to their grade level.

VII. Conclusions: A. Home living environment: 1. Significant aspects: a. Space usage by family. b. House appearance. c. Size of house. d. Number of family members living together. e. Maintenance of house. B. Economic status: 1. Significant aspects: a. Additional income sources. b. Parents' ownership of homes. C. Educational background of parents (Iowa only): 1. Significant aspects: a. Years mothers attended secondary school in the United States. b. Years fathers attended the elementary school in the United States. c. Years mothers attended elementary school in the United States. d. Level of education attained by father. D. Language used at home: 1. There was no significant relationship. E. Reading activities--parents and children: 1. Reading materials influencing most in their reading achievement: a. magazines. b. plays. F. Parent-child reading interaction: 1. Significant aspects: a. Viewing educational television. b. Mothers' and children's attendance to recreational activities.

VIII. Implications: A. For application: 1. School should establish programs in which teachers and community leaders orient parents on how to: a. Make adequate use of house space. b. provide parental and children reading activities. c. select appropriate T.V. programs, specifically, educational. d. maintain a good appearance of the house. e. make adequate provisions for the number of family members living in the same house. 2. School should provide consultation services on the mentioned aspects. 3. Provision of pre- and inservice training for educators, not only those specialized in reading, but all who are involved in the teaching-learning situation, to make them aware of the home environmental factors influencing a child's reading achievement. B. For further research: 1. Use home environmental factors identified in this study to determine their relationships with reading achievement among junior high or senior high school students in a low socio-economic area. 2. Determine whether or not the same home environmental factors identified here have any relationship with reading achievement among children of other ethnic and language backgrounds. 3. Investigate the relationship of home environmental factors with reading achievement among children of varying socioeconomic status. 4. Identify other environmental factors which may have influence upon non-reading achievers. 5. Investigate whether home environmental factors relate to reading achievement from the elementary school through senior high school. 6. Investigate the relationship between parents' reading achievement and child's reading achievement. 7. Replicate the same study with a truly random sample of fourth grade children of Puerto Rican origin.

9. ANDERSON, Janet Ivy (Ph. D.). "THE ACQUISITION OF

ENGLISH SENTENTIAL COMPLEMENTATION BY ADULT
NATIVE SPEAKERS OF PUERTO RICAN SPANISH."

University of Illinois at Urbana-Champaign, 1976.

115 pp. Source: DAI, XXXVII, 10A (April, 1977),

6441-A. XUM Order No. 77-8918.

This study was undertaken to determine the extent to which an invariant order exists in the acquisition of English grammar by adult native speakers of Spanish. The factors of linguistic complexity and

native language transfer were investigated to determine their relationship to the order of acquisition.

A written test on English sentential complementation was administered to 180 adult native speakers of Puerto Rican Spanish at Catholic University in Ponce, Puerto Rico. The wide range of English proficiencies represented by the subjects in this study provided rich material for a cross-sectional analysis. The ordering-theoretic method was used for the data analysis.

An invariant order of acquisition was established at the 5% tolerance level. Native language transfer had some influence on the production of sentential complements, although it could not account for the overall sequence of learning. Derivational complexity, defined in terms of the number of grammatical transformations involved in each structure, did not prove to be a good determinant of order. The length of the complement in terms of the number of morphemes seemed to partially account for the order of acquisition, as well as for complement preference. It was suggested that the second language learner employs a strategy of encoding information into the fewest possible morphemes in order to ease the burden of communication.

A smaller study on comprehension revealed that perceptual complexity and native language transfer were conflicting determinants of difficulty. Neither factor by itself could accurately predict the order found.

10. ARCHER, André (Ph. D.). "INTERNAL MIGRATION AND TRADITIONAL AGRICULTURE: THE CASE OF PUERTO RICO." City University of New York, 1976. 458 pp. Source: DAI, XXXVII, 2A (August, 1976), 1110-A. XUM Order No. 76-18,371.

This study has two main objectives: 1) To try to understand and determine the principal causes responsible for the population redistribution taking place, on the one hand, between Puerto Rico and the mainland United States and, on the other, within the "municipios" of Puerto Rico, following the implementation of the Fomento (Economic Development Administration) program and the massive U.S. investments in the Island beginning in the 1950's; 2) To study

the behavior of the agricultural or traditional sector, following industrialization and the shift in population; i.e., how agriculture has adjusted itself in terms of the types of goods produced and the types that are now demanded and more importantly the behavior of farm income relative to urban or industrial income.

The first four chapters present successively an historical background of Puerto Rico before and after 1950; a review of the literature dealing with internal migration; a presentation and discussion of a model likely to fit and explain internal migration in Puerto Rico, which blends many features of the "push and pull" theories and the "human capital" approach on internal migration; finally, the pattern and methods used to measure internal migration during the decade 1960's along with a comparison of a similar study made on Puerto Rico by Nerlove Marc and Schultz Paul T. during the 1950's.

The fifth chapter presents a statistical test of the migration model discussed in Chapter III. Here the variables (income differences, unemployment rate, educational levels, distances, etc.) among "municipios" believed to be responsible for migration are constructed in a way similar to those of Nerlove and Schultz in order, first to draw some comparison and secondly to see whether or not these forces have different impact on the migration process during the two decades. Non-wage variables in line with the human capital theory are also introduced. These variables refer to opportunities (benefits/costs) in education, health and housing characterizing each "municipio" or unit of observation. It is concluded that, based on the overall poor results of the equations, the human capital may not be appropriate in understanding migration in less developed regions.

Chapter VI, VII and VIII focus on the changes that occurred in the agricultural sector. A model of peasant behavior in underdeveloped countries is presented and discussed. Following this model, the principal inputs and their amount used in P.R.'s agriculture are compared during 1950, 1960 and 1970. It emerges from this comparison that not only the inputs, methods and techniques used in agriculture have changed over time but also the types of farm products have also shifted from traditional low income to more modern high-income elastic goods. In the course of this investigation, an estimation of the Puerto Rican farm production function is made

using data of the 1970 census. In this estimation an attempt is made to test education on the quality of the farm labor force in a way similar to Grillichs in his study of U.S. agriculture. According to Grillichs, an increase in education which improves the quality of the labor force has the same effect as a physical increase of the labor force itself. This contention seems to be verified in the case of Puerto Rico.

Finally Chapter IX presents for 1950, 1960 and 1970 an investigation of the trend in regional inequality by effecting a cross sectional analysis of the Island, with regions or groups of "municipios" as defined by the Puerto Rican Department of Agriculture as units of observation. Despite substantial outmigration and internal migration, regional inequality as defined by an index based on population and income seems not to diminish.

The chapter concludes the study by examining the principal steps that could be taken to make rural environment more attractive and thereby decrease regional disparities. Specifically, one of the traditional and most important crops, sugar cane, has seen its production decline drastically since 1960. Sugar cane used to be very important in supplying jobs and income to the rural sector. Because of minimum wages mostly institutional and lack of capital equipment, sugar cane farming and industry have dwindled markedly affecting substantially its potential to supply more farm jobs. It is argued that lower interest rates for capital equipment will help its mechanization and contribute to its rehabilitation.

11. ARNOLD, Judith Warren (Ph. D.). "SOCIAL STATUS RESIDENTIAL DISTRIBUTION IN METROPOLITAN PUERTO RICO: 1960-1970." Ohio State University, 1977. 233 pp. Source: DAI, XXXVIII, 11A (May, 1978), 6946-A. XUM Order No. 7805805.

Previous studies have indicated that social status groups are differentially distributed residually in urban settings; moreover, the distribution pattern with respect to distance differs in Latin American and North American settings. This study provides a replication and extension of Schwirian and Rico (1971). Indexes of dissimilarity

and segregation were calculated for income, occupation, and education status groups for 1960 and 1970 censuses for the metropolitan areas of Puerto Rico and their city and fringe components. Following Schnore's (1965) suggestion that the variant patterns of the status-distance relationship found in the two Americas should be considered as polar ends of an evolutionary sequence of social status residential distribution affected by modernization, data involving modernization indicators was examined for the period 1899-1970. An analysis of covariance was performed to test this hypothesis for the 1960 to 1970 period.

The results indicated that social status groups were dissimilar in their residential distribution and that the most segregated groups were those at the top and the bottom of the status hierarchy. While Puerto Rico was found to have been undergoing continuous modernization, the analysis of covariance indicated no significant pattern changes had occurred for Ponce or Mayaguez, and the only significant change that occurred was in one sector of San Juan. Ponce and Mayaguez maintained their Latin American configuration. While there were nonsignificant trends in the predicted direction, it was considered that the size of the cities and the relatively short period of observation were not sufficient to reflect significant change. The Latin American housing style appeared to be another factor which inhibited change. Schnore's hypothesis remained unconfirmed in this case, although trends continued to point in the predicted direction.

12. AYALA-VÁZQUEZ, Nancy (Ph. D.). "EXPLORATORY STUDY OF SELECTED CHILD REARING PRACTICES AMONG ENGLISH SPEAKING PUERTO RICANS IN NEW YORK CITY." University of Pittsburgh, 1975. 93 pp. Source: DAI, XXXVI, 9A (March, 1976), 5978-A. XUM Order No. 76-5412.

This study explored some aspects of child rearing patterns among Puerto Ricans in New York City. The study was conceptualized on a base organized around three components: parenting, child rearing, and cultural influence.

The subjects of the study were 95 parents of both

sexes. The parents are of Puerto Rican origin. At the time of the study most of the parents were between the ages of 15-35 years old.

The data were derived from a questionnaire divided into three sections that covered the areas of biographical data, child rearing practices and attitudes toward parental roles.

In the analysis of the data, the method used was primarily a description of the salient characteristics of the population. The primary goal was to identify variables and possible inquiries for future research.

The following are some of the areas to which future studies could be addressed:

1. Subculture groups within the Puerto Rican culture;
2. The effects of the shuttling back and forth between the mainland and Puerto Rico on child rearing;
3. The contributing factors of recidivism to family breakdown;
4. Modifications that could be helpful in the amelioration of family breakdown;
5. The effectiveness of experimental approaches to culturalization; i.e., Day Care Centers, counseling, child-parent counseling;
6. Innovative training procedures as contingency matters in behavioral management and group treatment.

B

13. BAEZ, Nilda Celia (Ph. D.). "REGIONALISM IN PUERTO RICO: A STUDY OF EXECUTIVE PROFESSIONAL LEADERSHIP AND PROFESSIONAL ORIENTATION IN SEVEN REGIONAL OFFICES OF EDUCATION." University of Connecticut, 1981. 182 pp. Source: DAI, XLI, 9A (March, 1981), 3789-A. XUM Order No. 8106707.

This study was concerned with how leadership behavior of the regional directors, who are intermediate unit administrators, is related to the effectiveness of the seven regional offices of the Department of Education in Puerto Rico. An analysis was made of the relationship between regional directors' perceptions of their executive profes-

sional leadership and professional orientation and district superintendents' perceptions of regional directors' executive professional leadership and professional orientation in the seven regional offices. Previous studies in organizational theory indicated that leader behavior is strongly related to organizational effectiveness, and this provided the basic theoretical rationale for this study.

Null hypotheses were generated for three variables: executive professional leadership, professional orientation and district superintendents' years of experience. The null hypotheses tested were: (1) There is no significant difference between regional directors' perceptions of their executive professional leadership and district superintendents' perceptions of the regional directors' executive professional leadership. (2) There is no significant difference between regional directors' perceptions of their professional orientation and district superintendents' perceptions of regional directors' professional orientation. (3) There is no significant relationship between district superintendents' perceptions of regional directors' professional orientation and their years of experience.

The population in the study consisted of seven regional directors and ninety-five district superintendents in the public educational system of Puerto Rico.

Two instruments were used to collect the data: the Executive Professional Leadership Instrument and the Professional Orientation Scale. The first instrument consisted of twelve items related to the professional leadership of the regional directors, and the Professional Orientation Scale consisted of forty-five Likert-type items related to the employee orientation and professional orientation of the superintendents. The relationship between the perceptions of both groups was compared by calculating chi-square distributions and Cramer's V tests of significance. The null hypotheses were tested at the $p < .05$ level of significance.

Analysis of the data collected revealed that there is no difference between regional directors' perceptions of their executive professional leadership and professional orientation and district superintendents' perceptions of regional directors' executive professional leadership and professional orientation. However, differences were found in

nine different areas. They constituted 12.5 percent of the items tested to find the differences between the perceptions of both groups. The nine areas identified with differences were: personal interaction, conflict resolution, educational policy, experience versus academic preparation in salary determination, decentralization of administrative functions, rules and procedures, power of the professional associations, knowledge versus practice in evaluation of superintendents and decision making process.

The findings of this study present important implications for the educational system in Puerto Rico, as well as for any other system organized with intermediate units. Leadership behavior in the seven educational regional offices seems to be effective, since there was an overall agreement in the perceptions of both groups. Also, the perceptions of regional directors and district superintendents shown in this study represent a genuine contribution to the assessment of leadership behavior in the seven educational regions of Puerto Rico since their creation in 1964. Future decisions concerning the organizational structure of the Department of Education may consider the findings of this study. It is hoped that these findings can be complemented with further research on the nine critical areas identified in the present study.

14. BAKER, Susan Rae (Ed. D.). "THE EFFECTS OF TRANSITIONAL VERSUS VERNACULAR INSTRUCTION ON THE ENGLISH PRE-READING CONCEPT ACQUISITION OF SPANISH DOMINANT KINDERGARTEN CHILDREN." Columbia University Teachers College, 1978. 136 pp.
Source: DAI, XXXIX, 10A (April, 1979), 5893-A-5894-A. XUM Order No. 7908981.

This study compares two methods of instruction and investigates their relative effectiveness in an effort to find the most efficient teaching/learning strategies for reading readiness instruction with Spanish dominant kindergarten children. The dependent variable is pre-reading concept acquisition. The specific behaviors to be measured include auditory discrimination, visual matching, letter recognition, and rhyming.

The independent variable is language teaching methodology. The two methodologies being compared are the transitional and the vernacular.

The transitional approach can be defined as follows: Spanish is used as the language of instruction when introducing new concepts or skills. Once the concept has been mastered in the native language, English is substituted as the language of instruction.

The vernacular method of instruction requires children to read in their native language while they are separately taught English as a second language aurally and orally.

Time is an important factor in both teaching methodologies described herein. In the transitional method, Spanish and English are used within each teaching lesson of 10 to 15 minutes. In the vernacular approach the two languages are separated in time. The vernacular approach requires twice the instructional time.

Statements of the hypotheses are as follows:

1. Subjects receiving transitional approach will demonstrate improved scores on tests of pre-reading concept acquisition.
2. Subjects receiving transitional approach will demonstrate greater improvement in scores on tests of pre-reading concept acquisition than subjects given the English approach and subjects in the control group.
3. Subjects receiving transitional approach will demonstrate equal or greater improvement in scores on tests of pre-reading concept acquisition than subjects receiving all-Spanish method requiring twice the instructional time.

Eighty-three five- to six-year-old kindergarten children, having language dominance in Spanish (Puerto Rican), were identified as subjects. Prior to instruction, the Bilingual Syntax Measure was administered to determine language dominance. Subjects were randomly blocked on the basis of scores and sex, and then assigned to one of four treatment groups (transitional, English, Spanish, or control).

The standardized Metropolitan Readiness Test was used as a pre- and post-test. Instructional

materials consisted of ten lessons from the nationally used pre-reading program Look, Listen and Learn which were modified to conform to the two teaching strategies being examined. Instruction was administered by six Puerto Rican paraprofessional tutors in a tutorial situation.

Students in the transition and all-English groups received approximately 10 to 15 minutes of instruction daily for ten days. In addition, students in the vernacular group received 10 to 15 minutes of instruction in all-English in the afternoon.

A one-way analysis of variance and t-tests for significant differences between groups indicate that the transition and Spanish groups performed equally and significantly better (beyond the .01 level) than either the English or control groups. It can therefore be concluded that the transitional method of instruction is as effective an instructional method as the vernacular approach in teaching pre-reading concepts to Spanish dominant kindergarten children. The transitional approach may even be viewed as a more efficient method since it requires half the instructional time and it achieves equal gains. It is our recommendation that the success of this approach be tested: 1) at later grades with more sophisticated reading content and learners, 2) with varied content such as mathematics and science, 3) with adult learners, and 4) with language other than Spanish.

15. BALDONADO, Lisa (Ed. D.). "DEVELOPING LANGUAGE COMPETENCE IN CHILDREN FROM SPANISH LANGUAGE BACKGROUNDS: AN ANALYSIS OF AN ORAL LANGUAGE FIELD-TEST THROUGH ORAL LANGUAGE ASSESSMENT INSTRUMENTS." University of Massachusetts, 1974. 170 pp. Source: DAI, XXXV, 5A (November, 1974), 2636-A. XUM Order No. 74-25,817.

The intent of this study was to investigate whether kindergarten children whose first language is Spanish developed oral Spanish and English skills more readily through an organized program designed to meet their specific linguistic needs.

In the analysis of oral language, the Gloria and David Bilingual Spanish/English materials were administered to 10 Spanish-speaking students of Puerto Rican background at West Street School, in Holyoke, Massachusetts. Oral language competency was measured by means of two oral language assessment instruments: The Gloria and David Oral Language Assessment and the Day Language Screen. The 30 children, 10 in each of three groups, were first, pre-tested to assess entry skills; second, aural-oral instructional materials were administered to one group over a period of eight weeks; third, all the students were post-tested using the same instruments as for the pre-test.

The following factors in language development were investigated: (1) phonological, morphological, and syntactical variations as produced on the children's responses to the two Spanish and English assessment instruments; (2) the extent that the speech production of children varied from pre-test to post-test as a result of having received the special treatment; and (3) the extent that the verbal performance of one (experimental) group using the materials differ from two (control) groups not using the Gloria and David materials.

Some general observations of the program's effectiveness, and recommendations for future use of the Oral Language materials were also made.

The analysis revealed significant differences in oral language growth as a result of receiving the special treatment. Subjective interpretation also suggests that the 10 children receiving the special attention also became more animated; that allowing them to speak the language assists in second language learning; and more importantly, that children's self-confidence is enhanced when the home language is used for instruction.

16. BASELGA, Edward M. (Ph. D.). "CULTURAL CHANGE AND PROTESTANTISM IN PUERTO RICO, 1945-1966." New York University, 1971. 355 pp. Source: DAI, XXXII, 4A (October, 1971), 2205-A. XUM Order No. 71-24,742.

This doctoral dissertation is about the interaction of the sacred and profane within the

cultural realm. National cultures change under the influence of technology, industrialization process and the like. The institutional churches tend to become crystallized in a cultural period. Thus, the institutional church identifies itself with a culture that is static in time, and from this moment on, easily loses contact with the dynamic process of cultural change. Christianity has been identified with the western culture of the centuries in which the different Christian churches became crystallized. However, among the Christian churches, there are different degrees of crystallization. Some of them may have greater flexibility for adaptation than others. In addition, some of the churches institutionalize flexibility for adaptation. In Puerto Rico, there has been a prevalent Spanish-Catholic culture for centuries. The Protestant denominations that came to the Island at the turn of this century were crystallized within the Anglo-Saxon culture. Their missionary work in Puerto Rico, hence, faced a contrast of cultures. The division of the Island in different missionary territories and the different degrees of structural flexibility of the Protestant denominations make it possible to study the influence that this structural flexibility of the denominations and the level of progress of their territories may have on the output of Protestant marriages they performed from 1945 to 1966, during the intensive industrialization of Puerto Rico.

The hypotheses predicted better Protestant success in the most progressive territories and municipalities, where the value system is in the process of change, and better success for the Congregational denominations, that are less crystallized and more flexible for adaptation, than for the non Congregational denominations. The simultaneous concurrence of sociocultural change on the part of the territories of municipalities and of structural flexibility of the Protestant denominations must provide the best chance for the Protestant success.

The findings support the hypotheses and predictions. The Congregational denominations gain marriage output in their most industrialized settings and remain rather static in their more rural and agricultural settings from 1945 to 1966. The non Congregational denominations lose in their more rural-agricultural settings and remain stable in their more urban-industrial settings as far as marriage output is concerned. Correlations of Protestant marriage output with variables of seventy-two municipalities are consistent in direction and the

trend shown from 1950 to 1960 confirms previous findings. Moreover, partial correlations show that variables measuring change of values more directly are more significant in the Protestant success, provided that the structural flexibility of the Protestant denominations is taken under consideration.

The conclusion points out the significance that this structural flexibility of the institutional churches and the change of values in the settings have in Puerto Rican Protestant success. It suggests that the change of the profane of culture may be a prerequisite for the change of the sacred of the same culture.

17. BERBERENA, Carmen D. (Ph. D.). "AN ANALYSIS OF THE PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS AND PRINCIPALS REGARDING THE IMPLEMENTATION OF NON-GRADED SCHOOL PROGRAMS IN SIX EDUCATIONAL REGIONS OF PUERTO RICO." University of Connecticut, 1982. 186 pp. Source: DAI, XLIII, 7A (January, 1983), 2230-A. XUM Order No. DA-8223399.

The nongraded school concept has been selected by the Department of Education of Puerto Rico as an innovative type of school organization to be implemented in one school in each school region. In this connection, this research focused on the knowledge and degree of acceptance of the nongraded concept and the degree of success in its implementation in six Puerto Rican elementary schools.

The population of the study consisted of eight (8) principals and eighty (80) elementary school teachers.

The data for this study were collected using two instruments: The Teachers' and Principals' Perceptions Questionnaire and The Innovative Techniques and Resources Scale. The research instruments and their related scales and subscales were submitted to different validity and reliability tests by means of factor analysis, Kendall and Spearman's correlation techniques.

Four null hypotheses were tested using non-parametric measures of association and correlation such as Chi-square test for independent samples, the median test, and the Kruskal-Wallis one-way analysis of variance test by ranks. The 0.05 confidence level was selected for testing the null hypotheses.

The findings of this study revealed non-significant statistical differences between the principals and the teachers: (1) on the perceived knowledge and acceptance of the nongraded school concept; (2) in regard to their perceptions of the implementation criteria of the nongraded school concept; and (3) in regard to their perceptions of success of the implementation of innovative teaching methods and evaluation techniques. In addition, non-significant differences were found among teachers with high and those with low knowledge and acceptance on nongraded school programs following the perceived success in the use of innovative teaching methods, aids, and the organizational mechanisms needed for the implementation of the programs.

Significant statistical differences were reported between principals and teachers in their perceptions concerning the workload for teachers; the interchange and sharing of information, instructional material, equipment, and facilities; and in the use of team teaching. Both chi-square value and Kendall's Tau C correlation were statistically significant at the 0.003 confidence level or less. The lower effectively implemented elements involved mainly structural changes and role relationship changes. Greater emphasis should be given to the structural features needed for the implementation of the program such as flexible school organization and both inter and intra class grouping. Emphasis should be placed on the refinement and further evaluation, as well as on the formulation of a complete model of the nongraded school.

18. BERRÍOS-MARTORELL, Carmen Cristina (Ed. D.). "A FEASIBILITY STUDY OF AN INSTRUCTIONAL TELEVISION SYSTEM FOR HIGHER EDUCATION IN PUERTO RICO." Indiana University, 1976. 163 pp. Source: DAI, XXXVII, 8A (February, 1977), 4887-A. XUM Order No. 77-3323.

There exists an increasing demand for student admission to the six universities and three junior colleges in Puerto Rico. This spectacular growth has contributed to the existence of the following problem areas: insufficient professional resources, physical facilities, and higher instructional costs.

This study was limited to the following universities in Puerto Rico: La Universidad de Puerto Rico, La Universidad Interamericana, La Universidad Católica, El Colegio Universitario del Sagrado Corazón, and La Universidad Mundial.

The major objective of this study was to analyze the feasibility of an expanded instructional television system of higher education in Puerto Rico as an innovative means of contributing to the solution of the problem areas stated above.

The population of the study consisted of twenty-six persons, either government officials or leaders in higher education.

The instrument used for gathering information was the interview through personal visits. The author went around the Island of Puerto Rico interviewing those twenty-six persons having as guide for questioning a pre-tested questionnaire. Interviews were recorded in written notes or in individual cassette tape recordings.

The information gathered from each personal interview was analyzed and a consensus was prepared following the five main topics considered in the study. The results disclosed: 1. That Puerto Rico must have an instructional television network for higher education. 2. That the instructional television network would do more teaching to a larger number of students than can be taught by conventional methods. 3. In regard to how Puerto Rico should organize the instructional television network and its programs, results revealed that a consortium among all the university institutions was the best type of organization, having its central administration in the Consejo de Educación Superior. Also, that an executive council should be appointed for the purposes of cooperative control and use as well as for maximum economy; and said council with full authority in policy formulation, especially in matters as share-time arrangements, personnel, engineers, producers, and feedback relative to an interinstitutional network. 4. Financing of the

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interinstitutional television network could be made by the government through legislative appropriations or as an alternative, through the Cooperative Program of Puerto Rico. 5. For the necessity of evaluating the interinstitutional television network, results of the information gathered showed that an evaluation committee should be nominated although different ways of composing said committee were mentioned. Analyzing the results in this respect, it was found that all the respondents agreed that evaluation was necessary in order to detect if the results had reached the objectives and goals of this project.

Recommendations were based on the findings of this study and it is proposed to do a pilot study with the educational television stations of Puerto Rico (WIPR-TV and WIPM-TV) and the Consejo de Educación Superior as sponsor and administrator. This study should involve selected departments and faculty members of the five Puerto Rican universities.

19. BETANCOURT, Francisco (Ph. D.). "LANGUAGE ATTITUDES AND LANGUAGE EDUCATION IN ARECIBO, PUERTO RICO." University of Texas at Austin, 1976. 225 pp.
Source: DAI, XXXVII, 5A (November, 1976), 2828-A. XUM Order No. 76-26,594.

The purpose of the study was to use the method of attitude studies, in the social context of Puerto Rico, to find baseline data upon which to base language education programs. The Ss were 102 high school teachers and students of Arecibo. The findings answered questions on: (1) the contribution of past studies of Puerto Rican Spanish to language education, (2) the awareness of social-class speech styles, (3) the attitudes toward Puerto Rican Spanish and other Hispanic dialects, (4) the importance attributed to speech in social and academic success, (5) the degree of linguistic insecurity, and (6) the acceptability of native and non-native speech models. The author relates the findings on those areas to language education in Puerto Rico.

20. BEYTAGH, Luz Angeles M. (Ed. D.). "FAMILY DYNAMICS IN THIRTY-TWO PUERTO RICAN FAMILIES." Columbia

University, 1967. 158 pp. Source: DAI, XXXVIII, 9B (March, 1968), 3864-B. XUM Order No. 68-2410.

This study attempted to answer two research questions. First, what is the relationship between parental authority and affectional roles (as perceived by the child) and other familial variables? Second, what further understanding of parent-child relations in the Puerto Rican culture could the study contribute to previous research? The familial variables covered were: dependency relations; affectional relations; restrictiveness; obedience expectancy; aggression control; and child's achievement motivation.

Thirty-two families were selected from sixteen rural communities of the Island. In each family unit, mother, father, and one child (boy 9-12) were interviewed to obtain the perceptions of all three family members concerning family relations. A projective test of the TAT type was also administered to the boy.

The families were all intact families; average number of children 6.5. The boys' median age was 11 years; they were in grades 4-6. Fathers' median age was 41.8 years; median years of school completed was 3.2. Mothers' age and education were comparable to the fathers'. Average annual family income was \$1,792.

The thirty-two families were arranged in four groups based on the child's perception of the parental authority and affectional roles in the family. The groups and corresponding patterns in authority and affection were:

Traditional group: Father is mainly the authority, mother is mainly the bestower of affection.

Conflicted group: Father is mainly the authority and also the main bestower of affection.

Modern group: Father and mother share in exercising authority and in giving affection.

Deviant group: Mother enters forcefully into authority, but is not predominant in affection.

The patterns of family relations occurring in each family group were examined and trends characteristic of the thirty-two families were noted.

Salient Findings

Patterns of Parent-Child Relations in the Thirty-Two Families

Many of the findings of previous research conducted in Puerto Rico concerning parent-child relations were confirmed. These were: 1. High prohibition of aggression in the child. 2. High parental restrictiveness and control. 3. Strong emphasis on obedience and high parental punitiveness. 4. High achievement goals (notably by fathers) for the child. 5. Low expression of affection toward the child after a certain age. 6. Considerable differentiation in parental roles: father primarily performing the authority role and mother primarily performing the affectional role.

Other findings in the study either contradicted those of previous research or added new dimensions to previous findings. Children manifested: 1. A relatively low level of dependency. 2. A high need for affection. 3. A high need to nurture others. 4. Moderate aggression needs. 5. High achievement motivation. Children perceived the environment as: 1. Highly nurturant (from others but not from parents). 2. Moderately restrictive. 3. Highly aggressive and full of physical danger.

Patterns of Family Relations in Each Group

The family relations in the four groups presented the following picture:

1. The traditional and modern groups (mothers perceived performing the affectional role) showed higher affectional relations and the children perceived higher environmental nurturance than the other two groups.

2. The modern group (authority and affection shared by mothers and fathers) clearly stood out from the other groups with a picture of greater permissiveness in all areas.

3. The conflicted and deviant groups (where there was some role reversal) showed a positive picture only in achievement, with high achievement

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motivation in the child, and a highly restrictive and deprived picture in all other family areas.

From the various findings an integrated picture of family relations was derived for each of the four groups and the total group of thirty-two families.

The findings were discussed in terms of two crucial values in the culture: (1) the hierarchical status of parents and children and (2) the sex role differentiation. In conclusion, the study offers suggestions for future research in parent-child relations in Puerto Rico.

21. BLANCO, Edwin (Ed. D.). "THE INTERFERENCE OF ENGLISH GRAMMAR IN STANDARD SPANISH GRAMMAR AND ITS EFFECTS ON READING COMPREHENSION OF STANDARD SPANISH AMONG PUERTO RICAN HIGH SCHOOL STUDENTS." Boston University School of Education, 1981. 135 pp. Source: DAI, XLII, 9A (March, 1982), 3928-A. XUM Order No. DA8126679.

This work investigates how the Interference of English Grammatical Structure affects Reading Comprehension Structure of Standard Spanish.

A number of findings which emerged from the data in this study were: First, reading comprehension in Spanish is correlated with the English language interference; that is, students with low interference had higher scores in reading comprehension in Spanish. This finding is supported by the negative correlations in Table VI.

When interference is analyzed by type of structure, certain types of structures such as, morpheme change, or the appearance of an extra word seem to cause more problems than others. The results in Table XII show that two of the syntactic structures account for most of the variance in interference while lexical change does not account for much of the difference.

These results are suggestive rather than definite since the initial question related to interference in general and the students were not tested

for numerous examples of each kind of structure. This analysis also showed that proficiency in oral English is present in the oral readers proving once more that ability in one language does not impair ability in the other; on the contrary it may indeed be an asset.

The results in Table VII demonstrate that there was a significant negative correlation between total comprehension and interference on verbs and additional parts of the speech (one extra word). Thus, lower reading comprehension in Spanish is partially associated with high interference on verbs and additional parts of the speech (one extra word), and high comprehension is associated with low interference on verbs and additional parts of the speech (one extra word).

It was also found that there was a negative correlation between interference on specific English language grammatical structures and their corresponding grammatical structures in Spanish reading comprehension. In addition to the relationship of specific grammatical structures and corresponding structures in reading comprehension, there were also negative correlations between total comprehension and interference on specific grammatical structures.

22. BONHOMME, Jacques (Ph. D.). "THE RELATIONS AMONG APPROACHES OF INSTRUCTION, COGNITIVE STYLE, AND ENGLISH READING ACHIEVEMENT OF FIRST GRADE HISPANIC CHILDREN." New York University, 1980. 177 pp. Source: DAI, XLI, 6A (December, 1980), 2434-A-2435-A. XUM Order No. 8027430.

The purpose of this study was to investigate the relations among the methods of instruction, the cognitive styles, and the English reading achievement of Hispanic first graders of low socio-economic status. Specifically, the intent of this study was to determine the relationship between two specific reading methods and materials on the English reading achievement of field dependent and independent children of different levels of language proficiency.

The participants in this study were economically disadvantaged Hispanic first graders who had attended kindergarten in New York City and were in first

grade for the first time. This study was conducted in an elementary school located in the Bronx River area of The Bronx, New York. Three hundred first graders comprised the population used in the study, half of whom were Spanish dominant and the other half English dominant. Field dependent and independent children were also equally divided. Thus, there were four equal groups. Each group was randomly assigned to either the basal reader approach or the linguistic-phonemic approach. Of the 12 first grade classes, 6 classes were assigned to the basal reader approach and 6 classes were assigned to the linguistic-phonemic approach for a period of 3 months.

On the basis of this research, the following conclusions may be drawn: (1) The basal reader approach appears to prepare English dominant children better than Spanish dominant in reading. (2) English dominant children will probably achieve greater gains in reading than Spanish dominant children when instructed with either the basal or the linguistic-phonemic approach in reading. (3) The basal reader approach appears to prepare English dominant children better than the linguistic-phonemic approach in reading, while the linguistic-phonemic approach appears to prepare Spanish dominant children better than the basal reader approach in reading. (4) Field independent children will achieve greater gains in reading than field dependent children when instructed with either the basal or the linguistic-phonemic approach. (5) It appears that the basal reader approach is more effective for field independent children, while the linguistic-phonemic approach is more effective for field dependent children.

23. BOONE, Sherle Leon (Ed. D.). "LANGUAGE, COGNITION AND SOCIAL FACTORS IN THE REGULATION OF AGGRESSIVE BEHAVIOR: A STUDY OF BLACK, PUERTO RICAN, AND WHITE CHILDREN." Rutgers University, 1975. 147 pp. Source: DAI, XXXVI, 7A (January, 1976), 4338-A. XUM Order No. 76-1102.

The purpose of this study was to investigate the "Language-Aggression Hypothesis." This hypothesis suggests that measurable high language proficiency is associated with low observable aggression and low

language proficiency is associated with high observable aggression. The language-aggression hypothesis was derived from Pavlov's excitation-inhibition model which suggests that language serves as a "second-signalling system," and, as such, directs and controls behavioral activities.

While the main focus of this study was to investigate the language-aggression hypothesis, consideration was given to qualitative differences in aggressive behaviors as a function of family income, race, age, number of parents in household, and school membership. Further data on differences in free speech and its relationship to the former variable were treated.

The Ss were 55 Black, 25 Puerto Rican and 52 white male fourth, fifth, and sixth graders selected from schools within the Newark public school system.

Aggression was measured using an adaptation of the physical and verbal categories employed by Walter Pearce and Dahms. The vocabulary subtest of the WISC, Metropolitan Reading Test (Elementary Form), and measures of free speech were used to measure language proficiency of Ss.

The language-aggression hypothesis appears to hold for comparisons among Black Ss and Puerto Rican Ss tested and observed within the present study, but it does not appear to hold for White Ss tested and observed within the present study.

While the language proficiency scores for children from middle-income families were higher than the scores of children from low-income families, the aggression results were not significantly different. There was a tendency, however, for children from low-income families to display more verbal, physical and total aggression than children from middle-income families.

In considering Ss on the basis of number of parents in household, within and between group differences were observed among Black Ss and White Ss on the measure of total aggression. The number of parents in the household had no significant bearing on the amount of aggression displayed among Puerto Rican Ss within the present study.

In grouping Ss on the basis of school membership, both the language proficiency and aggression results

revealed overall significant differences. It appears that racial and demographic factors influenced these outcomes.

An analysis of the verbal aggression results indicated an overall significant difference as a function of age. Both social and cognitive factors may have some bearing on these findings.

In conclusion, the results reported suggest that the language, cognitive and social factors considered in this study may, indeed, play an important role in regulating the aggressive behavior displayed in the classroom among Black, Puerto Rican and White children. Further, it appears that when these factors interact, these interactions can often explain a significant proportion of the variation of aggression.

In terms of the language-aggression hypothesis, one hope arising from this study is the consideration of the idea that a way to reduce disruptive classroom aggression is to improve the overall level of language proficiency of students.

24. BORGES, Francisca (Ed. D.). "VARIABLES ASSOCIATED WITH SUCCESSFUL LEARNING-TO-READ EXPERIENCES OF CHILDREN WHEN THEY ENTER SCHOOL IN PUERTO RICO." Lehigh University, 1975. 148 pp. Source: DAI, XXXVI, 11A (May, 1976), 7180-A-7181-A. XUM Order No. 76-10,362.

This investigation was a study of the relative effectiveness of several tests and other instruments administered to first grade pupils in predicting reading achievement at the end of first grade.

Basically the study sought data on the following questions:

1. What is the relationship between reading readiness as measured by scores on the Reading Readiness Test (Prueba de Apresto) for Puerto Rican first graders, and their reading achievement?
2. What is the relationship between the ability to learn, as measured by scores on the Collective Puerto Rican Test of Mental Capacity (Prueba Colectiva de

Capacidad Mental), and reading achievement? 3. What is the relationship between social class as determined by the scale on the Socio-Economic Study II (Estudio Socioeconomico II) for students of the public and private schools of Puerto Rico, and reading achievement? 4. What is the relationship between health as measured by a medical examination for first graders and reading achievement? 5. What combination of the measures mentioned above will give the best prediction for reading achievement?

Subjects for the present study were 174 first grade pupils who had not been previously exposed to organized instruction in eleven elementary schools of the Caguas and Cidra School Districts in Puerto Rico in the school year 1974-75.

Several independent variables were used to answer the questions posed in this study. The Reading Readiness Test (Prueba de Apresto) for Puerto Rican first graders, the Collective Puerto Rican Test of Mental Capacity (Prueba Colectiva de Capacidad Mental), the Socio-Economic Study II (Estudio Socioeconomico II) for students of the public and private schools of Puerto Rico, and reports from the physical health examination. One dependent variable was used in the study, reading achievement as measured by the Reading Test-Spanish (Prueba de Lectura en Español).

The Pearson product-moment coefficient of correlation was used to determine the relationship between independent variables administered at the beginning of the school year and the dependent variable measuring reading achievement at the end of the first grade.

Step-wise multiple correlation analysis was used to determine the optimum combination of independent variables yielding a significant relationship to reading achievement at the end of the first grade. The relationship was determined for total group, for males, for females, for urban and rural school pupils. Data for each group were analyzed at the Lehigh University Computer Center using BMD0 2R program. Findings:

1. There is a significant relationship between reading achievement and each of the following independent variables when considered alone for all groups studied: reading readiness, mental capacity, and socio-economic status.

2. There is no significant relationship between reading achievement and health as measured in this investigation for each group studied.

3. The study suggests that the Collective Puerto Rican Test of Mental Capacity (Prueba Colectiva de Capacidad Mental) accounts for the greatest percent of variance in reading achievement for the total group as well as for males, females, and urban school pupils when all variables are considered together.

4. The study indicates that the Reading Readiness Test (Prueba de Apresto) for Puerto Rican first graders (which accounts for less variance in reading achievement than the Collective Puerto Rican Test of Mental Capacity (Prueba Colectiva de Capacidad Mental) for the total group as well as for males, females, and urban school pupils) accounts for the most variance in reading achievement for rural school pupils.

5. The study further suggests that the Reading Readiness Test (Prueba de Apresto) for Puerto Rican first graders, which accounts for the most variance in reading achievement for rural school pupils, also improves the prediction significantly for the total group.

6. The study shows that the socio-economic status as measured in this study improves the prediction significantly for urban school pupils.

7. The study also suggests that physical health, as measured by a medical examination, does not appear to be an appropriate approach in predicting success in beginning reading.

25. BRAINARD, Clarice H. (Ph. D.). "A COMPARISON OF THE ATTITUDES TOWARD BILINGUAL EDUCATION OF CUBAN, MEXICAN-AMERICAN, PUERTO RICAN AND ANGLO PARENTS IN PALM BEACH COUNTY, FLORIDA." Florida State University, 1977. 141 pp. Source: DAI, XXXVIII, 12A (June, 1978), 7187-A-7188-A. XUM Order No. 7808943.

The goal of this investigation was to determine the attitudes of Cuban, Mexican-American, Puerto

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Rican and Anglo parents toward bilingual education. For the purposes of this study, Anglo is defined to include both blacks and whites whose first (family) language is English. This study also sought to determine if there was any difference in views among these four groups on three subscales: bilingual education, language loyalty and the teaching of culture. Two variables incorporated to determine if they had an additional effect on attitudes were whether or not the respondents had children in the program and the length of residence in the United States.

After a highly reliable pilot study (Alpha .95), the investigation was carried out with face-to-face interviews using a twenty-three item questionnaire on a 5-point Likert Scale plus a sheet of demographic data. The interviewers were members of the particular ethnic group that they interviewed. A total of 172 people were interviewed during the space of a month. Subjects were randomly selected with forty or more in each group--twenty or more with children in the bilingual program of Palm Beach County, Florida, and twenty or more whose children were in the "regular classrooms."

The literature reviewed in relation to bilingual education was discussed from three areas: importance of parental attitudes in the learning process of the child, parental surveys previously conducted on bilingual programs, and doctoral dissertations on attitudes toward bilingual education.

The data were analyzed using a one-way Analysis of Variance and subsequently the Duncan Multiple Range Procedure to determine the means of each group. The findings indicated that in bilingual education and language loyalty, the Cubans' mean score was the highest, next the Puerto Rican, the Anglo, and the Mexican-Americans in descending order. Anglos and Mexican-Americans also comprised the group who had lived in the United States all their lives. There was no significant difference for the groups on the subscale of the teaching of culture, although the "F probability" was approaching significance.

Conclusions are that the mean scores indicated all groups to be favorable toward bilingual education although there was a difference among groups. Length of residence in the United States also made a difference: the 1-10 year group scored the highest means and the "all their lives" group scored the

lowest means.

When applying a t-test to the two groups, those who had children in the bilingual program and those who did not, the "in program" parents had more positive views toward bilingual education and language loyalty. However, on the subscale of the teaching of culture, no significant difference was found.

Recommendations are: 1. That more Anglos be included in the program. 2. More inservice workshops for teachers who deal with Hispanics, whether the teacher is bilingual or not. 3. Inclusion of the kindergarten in the bilingual program. 4. More dissemination of information on bilingual education to parents. 5. Spanish-speaking children should be taught to read and write their first language. 6. Schools and communities should address themselves to improving human relations within these groups since intergroup ethnicity makes the success of this bilingual program more difficult.

Future studies that would be helpful are: 1. Use this same questionnaire on migratory groups in this same region. 2. Research opinions of school personnel--both those in the bilingual program and those who are not. 3. Replicate this study in another region where all four groups reside. 4. Conduct a follow-up survey after the program has been in existence for a few years.

26. BRAUN, Miranda Jane (Ed. D.). "AN ANALYSIS OF THE RELATIONSHIP BETWEEN PUERTO RICAN CULTURE AND FORMAL EDUCATION: A SOCIO-ACADEMIC FRAMEWORK FOR THE PREPARATION OF STUDENT TEACHERS FOR NEW YORK CITY PUBLIC INTERMEDIATE-JUNIOR HIGH SCHOOL SOCIAL STUDIES CLASSES." New York University, 1976. 273 pp. Source: DAI, XXXVIII, 2A (August, 1977), 734-A-735-A. XUM Order No. 77-16,451.

Description

This research was a pilot pre-service training program. It was designed as a small scale effort to

explore the hypothesis that special training of social studies student teachers through the use of social studies curricular concepts and understandings as a vehicle for discussion of value orientations might be a possible solution to the problem of underachievement of many lower class Puerto Rican students in selected New York City Public Intermediate-Junior High Schools. In this research value orientations refers specifically to the classifications of Florence Kluckhohn and A. Irving Hallowell. The results were evaluated qualitatively.

Procedure

The training program was developed as follows:

1. A literature search was made in learning theory, anthropology, and sociology. Using a predetermined guideline, principles and concepts found pertinent to the classroom teaching-learning process emerged which formed the theoretical basis of the training program; i.e., the socio-academic framework.
2. A literature search was made of Puerto Rican culture. Value orientations, derived from ethnic and social class affiliation, were examined. Two relationships were established: value orientations, specifically ethnic aspects as related to curricular concepts and understanding; and value orientations, specifically social class aspects as related to the school as a middle class institution (Anglo).

Training Program

A one semester training program was developed and executed in the Social Science Division, School of Education, Health, Nursing, and Arts Professions, New York University. In this program the emphasis was on the understanding of value orientations and practical application in social studies classroom lessons within the framework of commonly used teaching methods. This consisted of the university based professional training course sequence and student teaching assignments. Data were gathered weekly on the student teachers using the following observation techniques: Event Analysis; Flanders Interaction Analysis; videotaping; and New York University Observation Forms. Weekly individual conferences were held and provided the opportunity for individualization of instruction.

Findings

Given the sophisticated nature of the concept value orientations and the existing training struc-

ture, the hypothesis could not be adequately tested. It was found that: the realities of the structure of the student teaching situation prohibited any experimental approach by the student teachers in the public school classrooms; and that student teachers could not deal with conceptual materials which would have formed the basis of lessons using the relation between the curricular concepts and understandings and value orientations as the basis for learning. Importantly, however, this training program did reveal the need for a reevaluation of the existing professional training sequence.

Conclusions

The need to consider concepts and principles from learning theory, sociology and anthropology pertinent to the classroom teaching-learning process which are well found in existing research still persists. However, this issue cannot be resolved unless a practical method of combining theory and practice is found.

27. BROOKS, Margaret Bilkey (Ph. D.). "THE EFFECT OF EMPLOYMENT ON INDIVIDUAL MODERNITY AMONG WOMEN IN FOUR SOCIETIES." Case Western Reserve University, 1976. 198 pp. Source: DAI, XXXVII, 12A, Part 1 (June, 1977), 7998-A-7999-A. XUM Order No. 77-11,937.

This research examines the relationship between individual modernity and the employment status of women in four countries: Nigeria, Puerto Rico, United States and Yugoslavia.

The hypothesis underlying this study is that women who are employed outside the home are more likely to hold attitudes consistent with life in a modern society than are women who are not gainfully employed. Individual modernity, the multi-dimensional set of attitudes, values and behaviors associated with economically developed, industrialized and urbanized societies, has been operationally defined almost entirely through studies on males. Therefore, a second objective of this study is to examine the relationship of this concept to women of differing educational, social class and employment backgrounds.

The primary hypothesis has been supported. Using the Overall Modernity (OM-12) scale of individual modernity developed by Inkeles and Smith, it is found that the scores of employed women are higher than those of women who do not work outside the home. In an attempt to specify the particular dimensions of modernity most affected by the experience of employment, scales have also been included to measure four related dimensions of individual modernity. These scales, developed by Kahl, tap four components of achievement orientation: activism, degree of integration with kin members, trust in others and the primacy of occupation in the individual's life. The findings associated with the achievement orientation scales are less consistent, although the employed in all cases give evidence of weaker ties with the extended kin group. However, while the fact of employment itself does not always differentiate the modern and non-modern scorers among the female subjects, the nature of the employment for those who do work outside the home does appear to be related to the key dimension of activism.

Two unexpected findings are worthy of special note. The first is the strong relationship between the OM scores of married women and the educational level of their husbands. This relationship is appreciably stronger in two of the samples than is the relationship between the wife's own education and her OM score. While it is tempting to interpret this association as an indication of the relative power (and hence, influence) of males over females in the cultures from which these samples were selected, no tests of a causal nexus between the husband's education and the wife's attitudes could be conducted with the data available.

The second unexpected finding contradicts Inkeles' conclusion that the "late socializing" effects of employment have their greatest influence on persons who have had the least "early socialization" in the form of schooling. There is evidence in this study suggesting a threshold level of formal education above which the women respond to the experience of employment with more modern attitudes and values, yet below which employment seems to have no effect or a negative effect on individual modernity.

This study is a secondary analysis of case study data collected for Cross-National Research Studies on the Family, an exploratory, international effort at theory construction in the area of family socio-

logy. Quota samples, dichotomized for social class, or region of residence, were gathered in all four of the countries included here. The findings of this study are not generalizable to the entire population of women in these societies, or even to female residents of the urban areas from which the samples were selected. All conclusions are presented as suggestive of further research on the relationship of employment to the attitudes, values and behaviors of women in differing cultures. The specification of such a relationship, if indeed one exists, could be helpful in our understanding of the process of cultural change.

28. BRUGUERAS, Cruz Esther (Ph. D.). "PROGRAMS AND SERVICES OF PUBLIC AND PRIVATE DAY-CARE CENTERS IN THE METROPOLITAN AREAS OF SAN JUAN AND CAGUAS, PUERTO RICO: 1981." University of North Carolina at Greensboro, 1981. 224 pp. Source: DAI, XLII, 12A, Part 1 (June, 1982), 5017-A-5018-A. XUM Order No. DA8210355.

The primary purpose of this study was to examine the programs and services offered by the public and private day-care centers in the metropolitan areas of San Juan and Caguas. The study was designed to determine the number and ages of the children enrolled; group organization; supplementary services offered; staff qualifications; staff/child ratios; involvement of parents in center activities; program of activities offered to the children; equipment, materials, and supplies used in the day-care centers; physical facilities of the day-care centers; and to compare the programs and services offered by the public and private day-care centers.

A random sample of 75 day-centers was drawn from the population that had been stratified according to zone and type of sponsorship. A total of 63 interviews were completed in 45 private day-care centers and 18 public day-care centers.

Four instruments, two interview schedules, a questionnaire and observation schedule were developed for the study based on the review of the literature. The instruments were translated into Spanish and pilot tested for use in the study.

Descriptive statistics, analysis of variance, and chi squares were used to summarize and analyze the data obtained. A significant level of 0.05 was used throughout the study.

Some of the major findings of the study were: (1) public day-care centers enrolled only children three to five years of age, while private day-care centers enrolled children under three years of age and over five years of age; (2) more public day-care centers used criteria for selection of children than did the private day-care centers; (3) on the average, public day-care centers had been in operation for more years; (4) public day-care centers had more employees than did the private day-care centers; (5) more public day-care centers' staff members had received in-service training than had the private day-care staff members; (6) public day-care centers used a greater variety of equipment, materials, and supplies; offered a greater variety of activities to the children; offered more supplementary services to the children and families; and involved parents to a greater extent in the activities of the center; and (7) more private day-care staff members had an educational attainment beyond high school and had specialized in childhood education.

Implications from this study may provide a frame of reference for professionals involved in the licensing and regulation of the day-care centers in Puerto Rico, for educators involved in planning and implementing early childhood education programs, and for future researchers.

29. BRYEN, Diane Nelson (Ph. D.). "THE CONSTRUCTION AND VALIDATION OF LANGUAGE-RELATED TESTS OF SPEECH-SOUND DISCRIMINATION FOR SPECIFIC LANGUAGE POPULATIONS IN FIRST AND SECOND GRADES." Temple University, 1973. 191 pp. Source: DAI, XXXV, 7A (January, 1975), 4723-A-4724-A. XUM Order No. 74-28,338.

The Problem

In recent years special education has been seriously criticized as being a dumping ground for

culturally different children. Because placement into special classes occurs only after evaluation by a school psychologist, the standardized evaluation instruments used have also been particularly criticized on the basis of their being standardized on white middle class populations. For many black and Puerto Rican children the use of these instruments threatens their performance because these instruments assume that all potential users share a common culture with white middle-class youngsters and are speakers of standard English. This assumption further threatens their educational careers, for when culturally different children perform poorly on these instruments, the general explanation is that they are linguistically and/or cognitively deficient and many are subsequently placed into special classes.

The purpose of this research was to develop three tests of the sound discrimination of phonological structures in standard and black English and Spanish. Hypotheses were concerned with the relative performance of white, black and Puerto Rican children on each of the three language forms, when scores on all the forms were combined and on another measure of speech-sound discrimination, Wepman's Auditory Discrimination Test (ADT). Other hypotheses were concerned with age and sex differentiation in each language group on the performance on the appropriate language form.

Procedures

Item analysis of an initial pool of 65 items for black and standard English and 50 items for the Spanish form resulted in revised parallel language forms, with 35 items in each form. The revised forms were administered to 32 blacks, 32 white and 32 Puerto Rican children, with 16 children (eight males and eight females) of each group in both first and second grades. These three groups were statistically equivalent with respect to chronological age and socioeconomic status. Each language form was presented to all groups in a counter-balanced order on audio tape. In addition, all subjects were administered the ADT and the Slosson Intelligence Test (SIT). Thirty-one white and 30 black and Puerto Rican children were retested after one to two weeks with the standard English, black English and Spanish forms, respectively.

Results

Significant results included the findings that each language group performed better on the language form that most closely approximated their specific phonological structures, and that when scores on all three language forms were combined there were no differences in speech-sound discrimination ability. As predicted, there were no sex differences and the expected age differentiation was supported for only the Spanish form. Although each language form had a higher correlation with the ADT than the SIT, the differences between these correlation coefficients were not significant. Significant and moderate test-retest reliability coefficients were obtained for each language form.

Discussion

The results of this research support both the linguistic difference model as an explanation of language behavior and the construct validity of these tests of speech-sound discrimination. Possible explanations for the undemonstrated age differentiation on the standard and black English forms centered on differences in intelligence between first and second graders and the narrow age range sampled. Lack of complete support for establishing the relationship between each form and the ADT was explained because of the small to moderate differences in the correlation between each language form and the ADT, and each form and the SIT. Implications for education and recommendations for further research were discussed.

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30. CABAN, Pedro Angel (Ph.D.). "THE STATE, INTEREST ASSOCIATIONS AND ECONOMIC CHANGE IN PUERTO RICO 1948-1976." Columbia University, 1981. 512 pp.
Source: DAI, XLII, 1A (July, 1981), 361-A.
XUM Order No. 8113488.

This study examines the patterns of state-associational interaction in Puerto Rico from 1948 through 1976, and analyzes how evolutionary politi-

cal and economic changes have impacted these relationships. In the process inferences are advanced concerning the manner in which alternative forms of interest interaction affect the state's capacity to formulate national development policy. External constraints which emerge from the Island's colonial conditions, and its pattern of dependent capitalist development are central to this study.

A typology which incorporates distinct and empirically derived models of state-associational interaction is developed and serves as a heuristic device for identifying and categorizing alternative forms of interest expression between state agencies and economically based interest associations. Important changes that have transpired during the period that the study covers are identified and a series of statements which link alternations in patterns of interaction of industrialization, bureaucratic expansion, political party competition and the authority group's attitudes are advanced.

Puerto Rico's pattern of economic growth has been rapid, yet uneven and dependent upon external inputs. The Island's deepening dependency on the United States as the major source of capital, markets, manufacturing inputs and primary commodities limits the government's capacity to formulate policies that are responsive to domestic political and economic forces. Certain sectors, primarily those which are central to the island model of economic growth, have acquired critical roles in the policy formulation process. An unregulated profusion of bureaucratic agencies that intervene in virtually every facet of social and economic life has paralleled the rapid economic expansion. In addition, within the last twelve years an effective and vibrant political opposition has emerged. The resulting political pluralism has increased pressures for government accountability to organized domestically situated political forces, often at the expense of externally oriented factors and forces. But the instructional differentiation and modernization of the society have provided fertile groups for the evolution of an extensive network of organized interest associations that actively intervene in the political process.

These changes have led to the creation of diversity of relationships linking individual associations within sectors to state agencies. However, alternation in patterns of interaction has not occurred in a uniform and unilinear manner. The

general parameters of an overall pattern of state-societal interaction were initially formed within a relatively short period after the implementation of a rapid industrial development program in 1948. These parameters are broadly defined as direct involvement in the various stages of the public policy process by associations in critical development sectors, an exclusion of significant portions of the organized labor sectors from this process, and state intervention to protect economically marginal, but politically salient, domestic producers from foreign competition.

The emergence of effective political competition in the late 1960's forced the government to develop more accommodationist responses to important domestic political forces. Yet, the dependency situation imposed constraints on the government's capacity to redistribute public resources, and thus to effectively respond to demands from domestically oriented interest associations. One consequence of this dilemma of governability is the intensification of interest conflict. In addition, traditional patterns of state-association interaction proved to be ineffective mechanisms in some instances for resolving issue conflict.

The study concludes that patterns of state-associational interaction are not characterized by uniform secular process of development. Neither the unfolding of an industrialized economy nor the proliferation of highly specialized state agencies had an appreciable effect in transforming previously defined patterns of state-association interaction. Rather, these changes appear to be strongly associated with the emergence of interest associations in highly specialized sectors. Increasing levels of political conflict and variations in the authority group's attitudes toward interest associations are important factors explaining changes in some sectors.

31. CANCEL, Carmen M. (Ed. D.). "ASSESSMENT OF A COUNSELOR TRAINING PROGRAM IN PUERTO RICO AND SELECTED CHARACTERISTICS OF GRADUATES." Lehigh University, 1982. 193 pp. Source: DAI, XLIII, 3A (September, 1982), 670-A-671-A. XUM Order No. DA8218686.

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The purpose of this study was to assess the adequacy of the counselor education training program at Inter American University (IAU) as reported by the Master's degree graduates working in the public schools of Puerto Rico. Three objectives were established for the study: (1) to report demographic data on counselors, as a profile of the graduates from the IAU program. (2) To describe what the counselors are doing in the field in terms of time-allotment to various responsibilities. (3) To establish how well the IAU program in counselor education is judged by counselor graduates to have prepared them for their professional responsibilities, and to make recommendations regarding possible program modifications based upon analysis of the counselors' responses.

A questionnaire, developed by the researcher, was administered to 122 IAU graduates. Among these, 72 of the 75 graduates from the period 1975-80 participated in follow-up interviews. There are but four other known counselors from this period practicing in the public schools of Puerto Rico.

A profile of the counselors was evolved based upon the findings. For the population of this study, 71 percent were females. The mean age of the group was 40 years. The typical couple were professionals with two children. The mean for teaching experience was 9.5 years and for counseling 5.4 years. More counselors worked in urban secondary schools than in any other setting. Counselor-to-student ratio varied considerably within the same position and by school level and geographic location, the median being 600 to 699 per counselor.

Findings showed that counselors spend most of their time working with students in individual, face-to-face relationships. In addition, findings showed a positive evaluation by counselors of their training program in providing skills for most of their duties.

Recommendations to the Program of Counselor Education include the increase of ongoing laboratory experiences throughout the program, consideration of inclusion of the course in group processes among program requirements, and strengthening the continued education program. Finally, it was strongly recommended that the Counselor Education Program conduct follow-up surveys of its graduates on a regular basis and use results for curricular review and improvement.

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32. CANDELARIO, Carlos (Ph. D.). "THE ECONOMICS OF FERTILITY: THE PUERTO RICAN EXPERIENCE." City University of New York, 1980. 109 pp. Source: DAI, XLI, 8A (February, 1981), 3679-A. XUM Order No. 8103916

Using data obtained from the 1970 Census of Puerto Rico, two demand equations were estimated: one for the number of children desired by utility maximizing parents and the second for the "quality" of these children where the quality of children is approximated by the average level of education attained.

Estimation of the model takes into account various socio-economic determinants of the dependent variables such as wage rates of parents, education of parents, rural or urban setting and employment status of the household head. Estimation of the equations is performed using Ordinary Least Squares and two simultaneous equations techniques in order to take into consideration possible joint determination of the two endogenous variables. Alternative specifications of the model are also presented due to the existence of multicollinearity between explanatory variables and low R squares obtained for the estimates of the instrumental variables obtained for the first stage results of the simultaneous equations estimating techniques.

Results obtained in this dissertation confirm the majority of predictions made by economic theory. In addition, the hypothesis that couples view numbers and quality of children as substitute inputs in the production of child services was consistently reinforced.

33. CANINO, Maria Josefa (Ed. D.). "AN HISTORICAL REVIEW OF THE ENGLISH LANGUAGE POLICY IN PUERTO RICO'S EDUCATIONAL SYSTEM: 1898-1949." Harvard University, 1981. 281 pp. Source: DAI, XLII, 6A (December, 1981), 2541-A. XUM Order No. 8125472.

Most of the studies of the Puerto Rican educational system have been limited to discussing the disruptive impact of Americanization, the imposition of the English language, and the transplantation of the American school model to the island possession. A general tendency has been to consider these events as evidence of misguided ethnocentrism, or crude political efforts to dominate and assimilate the Spanish-speaking population and culture.

This study focused on placing the development of English mastery as the primary objective of the Puerto Rican public schools during the first half century of American rule, within the larger setting of the Island's economic transformation. In order to explain the conflict-ridden trajectory of the bilingualism policy, an historical periodization of the fifty year span of agrarian capitalism differentiated three moments of shift in the economy which paralleled alterations in language strategies: (a) consolidation of agrarian capitalism: compulsory bilingualism; (b) decline and collapse of the plantation system: practical bilingualism; and (c) the development of industrial capital: Spanish as the medium of instruction. The various combinations of national and class interests which militantly supported the English medium or adamantly opposed its implementation were presented in evidence of the central idea that educational policies were not solely motivated by colonial imperatives of political control, but were shaped as well by the conflicts and contradictions arising from changes in the productive system. In this context, other findings were:

(1) The centralization of power and, therefore, of policy in the President and Congress of the U.S., gave overall unity to the various colonial administrations irrespective of the capabilities or outlooks of individual governors or commissioners of education.

(2) English mastery via English as the medium of instruction was ideologically presented as the right and obligation of American citizenship; as a requirement for absorption of American ideals and values; as preparation for future entry into the Union; for purposes of communication with the U.S.; and for future work in the continent or on behalf of American interests. In the post-depression years, English proficiency was declared not only useful but necessary for access to economic and social oppor-

tunity. In the post World War II years, a policy of guided migration would depend in part upon the schools to teach sufficient English as needed to add to the chances of adjustment and adaptation of the migrant to the U.S.

(3) The focus of English instruction and educational resources were the towns and cities. Until vocational subjects were added, the curriculum centered on basic literacy and a rudimentary aural familiarity with English in rural schools, and primary education and English acquisition in urban units. English instruction and completion of elementary and secondary academic programs for admission to the university were more likely to be pursued by the children of the wealthier classes who lived in the urban areas.

(4) The "bilingualism policy" was defined in the initial stage as "acquisition of English and conservation of Spanish"; in the late 1930's as "a practical working knowledge of English"; and in the last phase in which Spanish was the medium, as "proficiency in both languages." But each essentially meant English mastery at the expense of Spanish language instruction which was neglected throughout the fifty year period.

(5) English mastery developed from an external and imposed objective to a goal later voluntarily accepted by the majority of Puerto Ricans as a legitimate and necessary mission of the public schools.

(6) During the time of Spanish as the language of instruction, acquisition of minimal conversational ability in English, particularly among young urban adults, advanced substantially.

The significance of the Puerto Rican case is that it is but one example in an array of other language experiences in which political, social, and economic processes converge in contemporary questions of language interference, national minority continuity, the development of stable bilingualism, standardization of languages, and language planning.

34. CARRASQUILLO, Angela L. Reyes (Ph. D.). "THE SOCIO-EDUCATIONAL THOUGHT OF SALVADOR BRAU, MANUEL FERNÁNDEZ JUNCOS, AND FEDERICO DEGETAU AND ITS SIGNIFICANCE FOR EDUCATION." New York Univer-

sity, 1975. 231 pp. Source: DAI, XXXVI, 12A

(June, 1976), 7743-A. XUM Order No. 76-12,573.

This study represents a discussion of the educational significance of three Puerto Rican writers: Salvador Brau, Manuel Fernández Juncos, and Federico Degetau. General background information on educational conditions in Puerto Rico at the time when they lived and wrote is presented as vital to an understanding of these writers. This educational background covers from 1875 to 1925.

In 1875, Puerto Rico cannot be said to have had a system of education. In fact, the last twenty-five years of Spanish rule on the Island were characterized by a lack of organization in the schools, lack of money, scarcity of teachers, and the apathetic attitude of other officials toward education. Moreover, during the first years of the American occupation, Puerto Rico did not have a fundamental philosophy of education which might have served as a guiding principle for the Island's school system.

Brau, Juncos, and Degetau saw the school as an institution that helps individuals improve their social and economic condition. Therefore, they used their essays, short stories, novels, lectures, speeches, and newspaper articles to analyze their own experiences and the experiences of thousands of Puerto Ricans that could not find a place in the society because of their lack of education. Brau's, Juncos's, and Degetau's concept of education foresaw educational reform through an idealism which affects the style of life and promotes the social betterment of the individual. They emphasized in their works the following topics: the education of women, the creation of schools, libraries, reading centers, and educational societies.

Salvador Brau is one of the first Puerto Rican essayists and one of the first sociologists. He struggled very actively for the reestablishment of socio-educational institutions like the Puerto Rican Antheneum, Círculo Popular de Enseñanza Mutua, and the Civil Institute of Secondary Education.

Manuel Fernández Juncos participated in the American government by orienting administrators and teachers in preparing textbooks, visiting public schools in the United States, and founding educational societies. He was the first person in Puerto Rico to attempt the preparation of a basic reading

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series for primary school children.

Federico Degetau is one of the first Puerto Rican writers to take into consideration the psychology of children. He is considered the first Puerto Rican educational novelist. Degetau was the first Puerto Rican to write a complete book about kindergarten education.

The ideas of Brau, Juncos, and Degetau were significant and indeed made a great impact on the Puerto Rican educational system: equal education for women, the creation of many rural schools, the establishment of vocational schools, as well as secondary and higher educational centers, the founding of libraries, the adaptation of books to the needs and interests of Puerto Rican children, and the establishment of kindergartens. They were among the people that brought outside social and educational ideas to the Island of Puerto Rico in their books, newspapers, and speeches.

35. CARRASQUILLO, Ceferino (Ph. D.). "CARMEN GÓMEZ

TEJERA: HER CONTRIBUTIONS TO THE DEVELOPMENT OF THE SPANISH CURRICULUM FOR THE ELEMENTARY AND SECONDARY SCHOOL IN PUERTO RICO." New York University, 1977. 275 pp. Source: DAI, XXXVIII, 10A (April, 1978), 5968-A-5969-A. XUM Order No. 7803005.

This study presents a discussion of the educational significance of Carmen Gómez Tejera, placing emphasis on her role in the development of the Spanish language curriculum for the elementary and secondary schools of Puerto Rico. General background information on the educational conditions in Puerto Rico at the time in which she lived and wrote was presented to better understand her work. This educational background covers from 1900 to 1965.

The Puerto Rican Spanish language curriculum has been confronted with many problems and approaches since the United States domination began there in 1898. Beginning with the first Commissioner of Education until the late 1930's, all the commissioners of education stimulated the use of English as the

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medium of instruction. Through the 1940's the Superior Educational Council highly recommended the use of the Spanish language as a medium of instruction. Finally, in 1949, Spanish became the official medium of instruction at all levels and English was taught as a subject.

Carmen Gómez Tejera contributed to the growth and development of the Spanish language curriculum. She dedicated her entire life to education. This dedication led her to sample all the positions in this field: elementary and secondary school teacher, principal, superintendent, college professor and Spanish program director. She was also an outstanding figure as a lecturer and as an educational writer.

Carmen Gómez Tejera's position as a college professor gave her the opportunity to prepare thousands of public school teachers in methods and materials for teaching Spanish in the elementary and secondary schools. She guided teachers and supervisors in the preparation of teaching units, lesson plans, student assessment instruments and curricular guides. Her work was characterized by her input in the initiation of follow-up plans for the development or revision of the Spanish language program. She worked out questionnaires for teachers, courses of study, outlines and textbooks. Carmen Gómez Tejera's voice was always raised in opposition to educational issues or ideas which were potentially detrimental to the needs of the students.

Reading was an eternal preoccupation of Gómez Tejera's work. She developed curriculum, methods, and approaches in the area of reading. The sight word method was highly recommended by her as one of the best for teaching in the primary grades. She developed the first Puerto Rican elementary basal reading program. It presents an orderly, sequential plan through a series of ten books organized to introduce and maintain the necessary reading skills from the earliest levels of instruction to the independent levels of reading. She was also instrumental in developing a language arts program for the upper grades of the elementary school.

Puerto Rico also credits Carmen Gómez Tejera with the first attempts to organize a Spanish language secondary school curriculum. She was one of the first educators in Puerto Rico to administer a battery of tests to high school students to measure their knowledge of the Spanish language and literature.

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Carmen Gómez Tejera contributed to the history of Puerto Rican literature by tracing the educational steps that would guarantee the best learning through knowledge of the vernacular language, an indispensable vehicle for the best understanding of Puerto Rican cultural and social values.

There are three themes throughout Carmen Gómez Tejera's work: the meaning of education, religious ideas, and the role of the family (especially the woman) in the educational process. She saw education as an imminent necessity for the survival of the individual. The ethical-religious concept is the central theme of her educational work.

36. CASTRO, Apolinario (Ed. D.). "HIGHER EDUCATION IN PUERTO RICO, 1898-1956." Lehigh University, 1975. 256 pp. Source: DAI, XXXVI, 11A (May, 1976), 7247-A. XUM Order No. 76-10,363.

The purpose was to provide an account of the development of higher education in Puerto Rico from 1898 to 1956. This time period was chosen for two reasons. On the one end it marks the beginning of the government of Puerto Rico by the United States, under whom higher education began with the establishment of the University of Puerto Rico. On the other end it marks the beginning of the regional college movement.

In this study institutions of higher education in Puerto Rico are defined as those which offer associate or higher degrees. These institutions, which include universities and colleges, but not schools or seminaries for theological studies, are probably the fastest growing institutions of the Island. They are growing both in size and complexity. Although higher education has been mentioned in several works, no evidence was found of an existing work which covered the history of all higher education institutions in Puerto Rico for the period 1898-1956.

Two different kinds of sources were used: written materials and oral information gathered through interviews. The written materials consisted primarily of original documents such as annual reports of governmental officials; catalogues; announcements, minutes, annual reports, letters, and other memoranda of each institution; legislation

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bearing on higher education; and reports of the Middle States Association of Colleges and Secondary Schools. Prominent newspapers and magazines were also consulted. Since the rapid growth of higher education in Puerto Rico occurred during the decade of the forties, many of the leaders who participated actively in the movement are still alive. Therefore, some of the outstanding leaders were interviewed; the information was recorded on tapes and appropriate excerpts were used to supplement the information from written sources.

For over 400 years the Spanish Crown ruled the Island and for a large portion of that time Puerto Rico tried to persuade the Spanish Crown to establish a university in Puerto Rico; however, this dream was not realized until 1903 when the University of Puerto Rico was established under the American flag.

Only nine years after the government undertaking, church-related higher education began to emerge. The first church-related institution to be established was the Polytechnic Institute of Puerto Rico in 1912, which was a Presbyterian venture in the western part of Puerto Rico. The Presbyterians were followed by Catholics with the founding of the College of the Sacred Heart in 1935 in Santurce and Catholic University in 1948 in Ponce, a city in the southern part of the Island. A year later the first and only independent non-sectarian institute of higher education during the period of this study was founded under the name of Puerto Rican Junior College. Each of these institutions has offered a distinctive program of higher education with a unique style in accordance with its purpose for existence.

The pronounced predominance of the public over the private sector of higher education in Puerto Rico was very significant for this study. There was a strong imbalance, both in financial power and in academic scope, between the private institutions and the public one. This great difference in proportion narrows the institutional choice of students, increases the enrollment burden upon the public institution, blurs healthy competition, and reduces the opportunity for innovation.

Although the five institutions in this study developed very rapidly, by 1956 they were serving barely 29 per cent of the total number of graduates

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from the public and private high schools of Puerto Rico. This means that approximately 71 per cent of high school graduates did not have access to an institution of higher education. The total enrollment in higher education in 1955-56 was 18,447; of these 14,268 were in the public institution with the remainder scattered among the four private institutions.

By 1956 higher education in Puerto Rico was ceasing to be a privilege enjoyed by a relatively few students and was becoming a great social necessity. Enrollment pressures upon the five existing institutions began to grow and were expected to continue growing; thus academic programs had to be expanded and proliferated. The five institutions developed very rapidly; however, by 1956 they were still too young, too small and too poor to absorb the ever increasing demand of Puerto Ricans for higher education. It was not surprising, therefore, that the regional college movement, which was to substantially change the picture of higher education, was beginning in 1956.

37. CASTRO, Morales Saturnino, Jr. (Ph. D.). "PERSONAL CONSTRUCTS AND SELF ESTEEM AS A FUNCTION OF MAJORITY OR MINORITY STATUS AMONG COLLEGE STUDENTS OF PUERTO RICAN DESCENT." Adelphi University, 1980. 226 pp. Source: DAI, XL, 12B (June, 1980), 5865-B. XUM Order No. 8012516.

The present study investigated the relationships among personal constructs, self esteem and status in society among Island born and mainland born Puerto Rican college students. The main focus of this study was the exploration of whether or not a majority or a minority status in society influenced the nature of personal constructs and self esteem among Puerto Rican men and women. It was hypothesized that Puerto Ricans in a majority status or Island born would make more statements of potency and activity. It was also predicted that minority status or mainland born Puerto Ricans would make statements of evaluation and physicality as well as unfavorable statements in the categories of evaluation, potency, activity and physicality. Furthermore, it was anticipated that majority status

Puerto Ricans would report high similarities among self and reference persons such as: mother, father, accepted teacher, successful person, happy person and moral person.

One hundred and twenty men and women between the ages of 18 and 28 were administered Kelly's (1955) Personal Constructs Repertory Test and a demographic data sheet which included demographic and psychological information about the subjects. Individual scores for all subjects were calculated for the following variables: social class, academic performance, traumatic self concept factors and traumatic early experience in order to account for non-demographic variables which may have influenced the subjects' self esteem. Once all 120 questionnaires were gathered, two independent judges assigned all the personal constructs made by the subjects into four categories of meaning: evaluation, potency, activity and physicality. Correlation coefficients among self and the reference persons were also calculated for each subject.

Since social class was found significantly different for the majority status males, correlation coefficients among social class and all the other scores were calculated. Analyses of variance and analyses of covariance were conducted in order to test the six experimental hypotheses. It was found that social class was not significantly related to any of the other variables.

Significant findings were observed in the categories of evaluation, activity and physicality. No significant differences among the groups were found in the category of potency. When all the categories were evaluated and analyzed for favorable and unfavorable statements, significant findings were observed in the categories of evaluation positive, activity positive and physicality both positive and negative. Of all the comparisons among self and the reference persons, significant findings were obtained in the self-father and self-uncomfortable person comparisons.

It was found that majority status Puerto Ricans made more statements of evaluation than the minority status subjects. Majority status women made the highest number of statements of positive evaluation when compared with the other groups. Minority status men and women made the highest number of positive activity statements while minority status women made the highest number of total activity

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statements. Minority status men and women as well as majority status women made a high number of physicality statements. An interesting finding was that minority status men, unlike the other groups, appeared to be most concerned about favorable and unfavorable physical attributes.

38. CINTRON DE ESTEVES, Carmen M. (Ph. D.). "A COMPARISON OF CULTURAL TRADITIONS AMONG FOUR HISPANIC GROUPS IN THE UNITED STATES." Texas Woman's University, 1981. 257 pp. Source: DAI, XLII, 4A (October, 1981), 1469-A. XUM Order No. 8121333

This study was undertaken to investigate and collect information of five areas: oral tradition, social tradition, education, play, and television habits among four Hispanic groups--Mexicans, Puerto Ricans, Cubans, and Venezuelans in the United States.

Eighty-five families together with their children ranging in age from 4 to 60 months and their extended family living in the home were interviewed. The 85 families were composed of 25 Mexicans, 23 Puerto Ricans, 20 Cubans, and 17 Venezuelans.

The results of the study indicated that there is a continuity of Spanish traditions held among the four groups involved in the study, and that they are proud of their historical heritage--most of all their language. Parents involved in the study confirm the use of vast and rich oral traditions to enhance the language of their children. They used lullabies, traditional songs, nursery rhymes, stories, poems, riddles, and oral games. Social traditions, as expected, have been changing. Cultural stereotypes among Hispanics were not confirmed in this study. Parents among all groups are conscious of the importance of early schooling and have higher education as the most important goal in life for their children. Most of the children in this study liked to get involved in active games, and they enjoyed playing with traditional toys. Hispanics' attitude in this study toward their children's play was not stereotypes as parents allowed their children to play with one another no matter what their sex was. The use of television was found

to be heavy, with viewing amounting to more than 25 hours per week. But parents were aware of the educational value of the medium and they were using it accordingly.

It was found in this study that Mexicans are the group that has been changing the most; and they are the group that has been living in the United States for the longest period of time.

It was recommended that further study be made to investigate the assimilation process of the groups in this study and how the Americanization process influences Hispanic traditions. It was also recommended that a longitudinal study be made on the relationship between parents' educational aspiration and the process of education for the Hispanic in the United States.

39. CLARK, Belia R. (Ph. D.). "AN EVALUATION OF THE EFFECTIVENESS OF A BILINGUAL EDUCATION PROGRAM IN PUERTO RICO." New York University, 1981. 163 pp. Source: DAI, XLII, 12A, Part 1 (June, 1982), 5045-A. XUM Order No. DA8210908

This study was an ex-post facto evaluative research project designed to examine the effect of a bilingual education program on selected student outcomes of potential and returned migrant sixth grade pupils in Puerto Rico. The three-year-old program that was investigated was the first elementary bilingual program in the Island. It was designed to solve the educational needs of English-dominant students of Puerto Rican parentage who had recently returned from the United States mainland and Spanish-dominant students who were potential migrants to the United States mainland.

A pre-post comparison-group design employing analysis of covariance was used to assess the effectiveness of the bilingual program with respect to reading achievement in English and Spanish and in mathematics. The sample consisted of sixth grade pupils from two suburban elementary schools in Carolina, Puerto Rico.

The data, which was gathered from the students' permanent records, were scores from: the Standardized English Reading Test, the Standardized Spanish

Reading Test, and the Standardized Mathematics Test.

The findings of this study were that: (a) there were no significant differences between bilingual and comparison groups of potential migrant pupils in English reading and mathematics achievement; (b) there were no significant differences between bilingual and comparison groups of returned migrant pupils in mathematics achievement; but (c) there were significant differences between bilingual and comparison groups of returned migrant pupils in Spanish reading achievement. The returned migrant pupils who participated in the bilingual education program did significantly better in Spanish reading achievement than the students in the regular program.

Several program weaknesses were identified and recommendations were made to strengthen such programs. Suggestions for further research on the effectiveness of bilingual education programs were offered.

40. COBALLES-VEGA, Carmen (Ph. D.). "A COMPARISON OF THE FORM AND FUNCTION OF CODE-SWITCHING OF CHICANO AND PUERTO RICAN CHILDREN." University of Illinois at Urbana-Champaign, 1980. 225 pp.
Source: DAI, XLI, 2A (August, 1980), 528-A.
XUM Order No. 8017924

This study examined the nature of the form and function of code-switching of Chicano and Puerto Rican bilingual children. For this study "code-switching" was defined as the alternation of the syntactic elements of two languages within an utterance.

The sample included thirty-two subjects, ages 9-14, who were divided into eight cells on the variables of language dominance, sex and ethnicity. Sixteen subjects were English-dominant and the other sixteen were Spanish-dominant. There were two experiments which tested the syntactic constraints of code-switching: (1) the Sentence Repetition Task (SRT) and (2) The Sentence Judgment Task (SJT). The SRT required the subjects to repeat thirty sentences that had code-switches at three syntactic points. In the SJT, the subjects responded to twenty-four sentences which had both Spanish and

English (either beginning in Spanish and ending in English, or beginning in English and ending in Spanish). The subjects were asked to state whether the sentence was mostly Spanish or mostly English. The Spontaneous Speech Samples of Paired Interactions (SSSPI) provided data on the various functions (uses) of code-switching in an interaction with a peer of the same ethnicity and sex as the experimenter. There were sixteen matched pairs where all the variables were maintained constant and sixteen unmatched pairs where Spanish-dominant and English-dominant children were paired with ethnicity and sex held constant.

The results from the SRT indicated that language dominance did have an effect in the subjects' repetitions of sentences with the verb-infinitive constraint. The subjects kept the verb-infinitive intact in either Spanish or English. The data also indicated no differences in the repetitions of males and females. Regarding ethnicity as a variable, the data showed no differences between Puerto-Ricans and Chicano subjects' repetitions of test items. However, there were major findings in the changes subjects made at the object noun phrase following the verb phrase. This indicates that the language of the verb preceding the object noun phrase had an effect on the subjects' code-switches at the noun phrase constituent level. Another major finding was that English-dominant subjects produced both English-to-Spanish and Spanish-to-English code-switches, while Spanish-dominant subjects produced mostly Spanish-to-English switches.

The results from the SJT demonstrated that there were no major differences in the way subjects judged sentences as being either Spanish or English based on the variables mentioned above. Generally, subjects made judgments based on the language that the sentence started with.

The results from the SSSPI indicated that Spanish-dominant subjects in the matched pairs produced twice the number of switches than did their English-dominant counterparts. There was little difference between the English-dominant and Spanish-dominant subjects in the unmatched pairs in the amount of code-switches. There is also evidence that showed that certain topics such as "Television Programs" and "After School Play" elicited more instances of code-switching. Also, the data from these interactions show that language dominance of

the listener was an important function in determining the language choice of a speaker. In five of the eight unmatched pairs, the speakers chose the language code of the peer even if it was not his/her dominant language.

Based on the findings from the SRT and the SJT, it was concluded that bilingual children use certain surface syntactic rules for code-switching which are consistent. From the evidence in the SSSPI, it was concluded that children who code-switch or who use Spanish and English alternately are not confused. They are responding to a number of factors which must be considered in their language choice (e.g., language dominance, sex and ethnicity of participants, setting and topic). Pedagogical implications of the study indicate that the classroom teacher should not discourage code-switching when it occurs freely in the classroom. However, she should be familiar enough with code-switching so that it can be used as a teaching and learning device within the classroom.

41. COLLAZO, Andrés A. (Ph. D.). "A COMPARISON OF THE SELF-REPORT AND THE INFERRED SELF-CONCEPT OF SIXTH GRADE PUERTO RICAN CHILDREN OF LOW AND MIDDLE SOCIO-ECONOMIC STATUS." University of Florida, 1977 102 pp. Source: DAI, XXXVIII, 6A (December, 1977), 3359-A...XUM Order No. 77-25,920.

The purpose of this study was to investigate the relationship of the self-report and the inferred self-concept with regard to socio-economic status (SES). It focused on two aspects of the same problem area. First, the relationship between the self-concept and SES and, second, the relationship between the two kinds of measures used in studying this aspect of the individual's phenomenal field: the self-report and the inferred self-concept.

Four hypotheses were tested: 1. There are no significant differences between the self-report scores of children of low SES and the children of middle SES. 2. There are no significant differences between the inferred self-concept scores of children of low SES and children of middle SES. 3. There is no significant relationship between the self-report scores and the inferred self-concept scores of children of low SES. 4. There is no

significant relationship between the self-report scores and the inferred self-concept scores of children of middle SES.

The sample was drawn from a population of sixth graders from public schools in the Metropolitan Area of San Juan, Puerto Rico. These students were mostly segregated by social class. Eighty children (40 of low SES and 40 of middle SES) were selected from that population. In each group, 20 were boys and 20 were girls.

Two measures of the self were obtained from each subject: a self-report (Coopersmith's Self-Esteem Inventory) and an inferred self-concept measure based on a picture story test. The subjects' responses to these measures were compared within and across SES groups.

The measures were highly reliable. The KR-20's of the Spanish translation of the Coopersmith's Self-Esteem Inventory were found to be .84, .82, and .85 for low, middle, and all subjects respectively. The Pearson product-moment coefficients between raters for the general score of the inferred self-concept measure ranged from .88 to .94. The median correlation between raters for each area were General Self .835, Social Self-peers .850, School-academic .590, and Home-parents .655.

An examination of the standardized discriminant function coefficients yielded in the data analysis indicated that the discrimination of the two SES groups were mostly in terms of three subscores: General Self and Social Self-peers of the self-report and the General Self of the inferred self-concept measure.

The results of the discriminant analysis yielded values for the self-report that were significant at the .001 level. Thus, the first hypothesis was rejected. In the case of the inferred self-concept, the values were not significant at the minimum level established for this study ($p < .05$). Therefore, the second hypothesis was accepted. The findings associated with hypotheses 1 and 2 appear to support partially the theoretical position that children of low SES tend to have lower self-concepts than middle SES children.

The correlation coefficients between the self-report and the inferred self-concept were for all subjects .2822 ($p < .01$), low SES .3134 ($p < .05$),

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and middle SES .715 (not significant). Thus, the third hypothesis was rejected and the fourth was accepted.

Although the correlation coefficients for all the subjects and for the low SES were significant, they can be considered very low and without too much meaning. Therefore, these results are consistent with previous research that has found that the self-concept and the inferred self-concept are different aspects of the self.

42. COLLINS, Edwin Thomas (Ph. D.). "BILINGUAL CAREER EXPLORATION: THE EFFECT OF OCCUPATIONAL ROLE REHEARSAL ON THE SELF-CONCEPT AND OCCUPATIONAL ASPIRATION LEVELS OF SEVENTH AND EIGHTH GRADE PUERTO RICAN PUBLIC SCHOOL CHILDREN." State University of New York at Buffalo, 1979. 136 pp. Source: DAI, XL, 9A (March, 1980), 4942-A-4943-A. XUM Order No. 8005647

The present study was designed to investigate the effect of a bilingual/bicultural career exploration treatment intervention upon the self-concept and occupational aspiration levels of Puerto Rican elementary school children. Specifically, this research study attempted to evaluate the effectiveness of a series of occupational role rehearsal activities in bringing about an increase in mean scores of self-concept and occupational aspiration levels. The assessment instruments utilized were Spanish/English versions of the Piers-Harris Children's Self-Concept Scale and the Occupational Aspiration Scale.

The bilingual career exploration strategy was designed to be implemented in a small group format. It consisted of eight sessions held in a small group format. It consisted of eight sessions held with twelve classes/groups that were randomly assigned to three levels of treatment; experimental, Hawthorne and control. These sessions were conducted by the bilingual teacher in charge of those classes or programs in the randomly assigned schools. The experimental treatment consisted of a series of occupational role rehearsal activities designed to

introduce students to the world of work while stressing the benefit of bilingualism to enhance acquisition of jobs/careers.

Four randomly assigned groups also received eight sessions of nonspecified attention from the teacher/counselor in small group settings; the topics discussed were not related to jobs/careers. The remaining four randomly assigned groups were designated as control and received no attention during the treatment sessions. They did, however, receive the usual classroom instruction. Within one week following the conclusion of the experimental treatment intervention, assessment measures were taken on all three levels of treatment.

The data from the dependent variable measures were then analyzed statistically, using the individual student as the unit of analysis. The assessment outcomes were considered as three dependent variables: realistic occupational aspiration, idealistic occupational aspiration, and self-concept.

A multivariate analysis of covariance procedure was used to examine the data; the reading comprehension raw score of each subject in the study was viewed as a covariate in the data analysis. The reading comprehension raw score was taken from the most recent Metropolitan Achievement Test results of each student prior to treatment.

Following a comparison of the main effects of the three levels of treatment, some selected independent variables were also examined for possible interaction effect with the bilingual career exploration treatment. These independent variables were sex, language preference, and mode of bilingual instruction.

The multivariate F score generated by the analysis of covariance procedure supported the main research hypothesis of the study; there were mean score differences on the dependent measures across the treatment levels between control and experimental treatment. However, the pattern of those differences was not consistent within the occupational aspiration subscales. The inconsistency of the pattern of mean score difference was further delineated when independent variables were examined for interaction effect with treatment. The mode of bilingual instruction showed significant interaction with the treatment levels. Furthermore, Title I

(ESL) groups showed significantly different mean scores from those of Title VII groups across the treatment levels. Experimental treatment for Title I (ESL) groups was significant for idealistic occupational aspiration, while self-concept mean scores were significantly higher for Title I (ESL) groups at all levels of treatment.

Further research should explore the differences and similarities between the two modes of bilingual instruction. This assessment should focus on attitudinal as well as achievement evaluation.

43. COLON, Luis H. (Ed. D.). "THE ECOLOGY OF EFFECTIVE ACADEMIC FUNCTIONING OF PUERTO RICAN COLLEGE STUDENTS." University of Massachusetts, 1980. 151 pp. Source: DAI, XLI, 7A (January, 1981), 2984-A. XUM Order No. 8101769.

This is a study of the relationship between effective academic functioning and ecosystemic factors among a Puerto Rican college student sample, using the conceptual frameworks of ecological and systems theory. Subjects were selected from the Puerto Rican undergraduate student population at the University of Massachusetts at Amherst.

An alternative paradigm for the study of academic functioning was developed and is contained in what was denominated as the Ecological Model of Academic Functioning (the EcoModel). Methodologically, the EcoModel allowed for the inclusion of 346 variables to be studied simultaneously, yet retained conceptual cohesiveness. The 346 influential variables were grouped into seventeen clusters of independent effects for systematic empirical scrutiny.

To determine the main clusters of effects within the various measures in the study that were internally heterogeneous in terms of their item composition and structure, factor analyses were computed in a way that was consistent with the levels of the EcoModel.

To test the value contributed by each of the clusters of variables to the variance in academic functioning, stepwise multiple regression solutions were computed for each level of the EcoModel. As a

first step, multiple regression analyses were computed separately for the personal and systemic levels of the model. The second step was to compute a multiple regression solution that combined all the variables from the personal and systemic levels in a stepwise regression hierarchy.

Only the variables of Agency Support, Immediate Family Support, and Self-Esteem showed statistically significant probability values at the .05 level. Among the major findings it was observed that on-campus agencies and the students' immediate family networks were more predictive of effective academic functioning than were the personal variables.

44. COLÓN, Luis Vicente (Ed. D.). "ORGANIZATION AND

DEVELOPMENT OF AN EXEMPLARY PROJECT IN VOCATIONAL EDUCATION IN PUERTO RICO." Columbia University Teachers College, 1978. 189 pp.

Source: DAI, XXXIX, 6A (December, 1978), 3328-A. XUM Order No. 7822037.

The author was involved in the original conception and eventual realization of Puerto Rico's "Vocational Pedagogical Center for Designing, Producing, Testing, Revising and Disseminating Teaching Units, Audiovisual and Other Curriculum Materials for Vocational Education, Teachers of Regular, Special and Post High School Programs in the San Juan Educational Region." This research report consists of an extensive description of the programs of the Center as well as the lessons to be drawn from such experience. An assessment is made of the Center as a resource center specializing in the preparation of curricular materials and methods of vocational and technical education.

The specific situation in Puerto Rican society and the need for modifications in the educational system as to technical and vocational education is presented, especially the need for the existence of a center resource system for the purpose of exploring innovations and for matching those innovations to the needs and problems of educational clients. The Center becomes a demonstration of a kind of resource center that was previously non-existent.

Important factors in the design and success of

the Center are identified: the integrating of academic and vocational education; systematic connections and communications; efficient and effective coordination and cooperation; adequacy in the staffing, materials, equipment and facilities; accessibility; availability and openness of services; flexibility; invitation for educational inventions, exploration and evaluation feedback; training and retraining of personnel; accountability and futurism, and the specific guiding objectives of the program, by which success of the success could be appraised.

The Center is presented as the start of an important innovative process while making important inroads into the educational problems of Puerto Rico. The preparation of curriculum packages for specific areas is the most obvious need and hence the first accomplishment. The problem presented by the experiences of today is destined to be replaced or supplemented by the problems of tomorrow. The report concludes that with limited resources but much resourcefulness, a useful curriculum program in vocational education has been developed for Puerto Rico.

45. COLON COLON, Jesus (D. Ed.). "AN INVESTIGATION OF THE EFFECTS OF MIGRATION ON SELF-CONCEPT, ATTITUDE TOWARD MATHEMATICS AND ACHIEVEMENT IN MATHEMATICS AMONG PUERTO RICAN RETURN-MIGRANT STUDENTS AND PUERTO RICAN STUDENTS WHO HAVE NEVER MIGRATED." Pennsylvania State University, 1982. 145 pp. Source: DAI, XLIII, 10A (April, 1983), 3201-A-3202-A. XUM Order No. DA8300749.

The purpose of this study was to investigate the differences that may exist between self-concept, attitudes toward mathematics, cultural adjustment, and actual achievement in mathematics among Puerto Rican return-migrant students and Puerto Rican students who have never migrated. Another purpose of this study was to determine the effects of migration among the Puerto Rican return-migrant students. The study also intended to determine if there were differences among Puerto Rican return-migrant students and Puerto Rican students who have never migrated in achievement in a language free skill subject, mathematics.

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The sample consisted of 416 tenth, eleventh, and twelfth grade students of a high school in the central region mountains of Puerto Rico. One hundred and fifty return-migrant students and two hundred and sixty-six students who had never migrated participated in the study. The students were administered the Piers-Harris Children's Self-Concept Scale, the Suydam-Trueblood Attitudes Toward Mathematics Scale, the Cultural Adjustment Scale, the Coopersmith Self-Esteem Inventory, and a measure of the perception of social environment. Mathematics achievement scores were obtained from the Island-wide yearly administration of the Prueba de Habilidad General.

An analysis of variance was used to determine the differences in means needed to test the hypotheses concerned with the aforementioned variables. Multiple linear regression analysis was used to determine the possible predictive values of the three independent variables, self-concept, attitudes toward mathematics, and cultural adjustment on mathematics achievement. A correlation statistical test was used to determine relationships between the four variables among Puerto Rican return-migrant students and Puerto Rican students who have never migrated.

Significant differences were found between the Puerto Rican return-migrant students and the Puerto Rican students who have never migrated with regard to self-esteem and perception of the social environment. Significant differences were also found in self-concept, self-esteem, and perception of the social environment between the Puerto Rican return-migrant females and the Puerto Rican females who have never migrated.

Puerto Rican return-migrant students indicated no significant differences in the achievement of a language free skill subject, mathematics. The self-esteem inventory was the best single predictor of mathematics achievement.

46. COLÓN CORA, Rafael (Ph. D.). "A SOCIAL PSYCHOLOGICAL ANALYSIS OF THE DETERMINANTS OF FACULTY PERFORMANCE IN THE UNIVERSITIES OF PUERTO RICO." Northwestern University, 1975. 254 pp. Source: DAI, XXXVI, 7A (January, 1976), 4601-A. XIM Order No. 75-29,603.

The purpose of this study was to test the path-goal theory of work motivation in a university setting and to determine the relationship of this theory to other work setting variables, especially climate variables. The study uses Porter and Lawler's elaboration of the path-goal model, adapted where necessary to accommodate the university setting.

It was further necessary to introduce role theory as a complement to Porter and Lawler's model so as to refine their variable of role perception. Because of this, this study is also a study of the effects of the discrepancy between a professor's and a chairman's perceptions of the professor's role.

The study had three basic findings. First, the path-goal model does predict, although weakly, the professor's effort on his job. Second, role discrepancy does predict rather strongly the professor's evaluation of his own performance, but does not predict as had been expected the chairman's evaluation of performance.

A further finding of interest was the relationship between the professor's and chairman's perceptions of the professor's role. The study found especially that there was a very strong correlation between role discrepancy and both the influences of people outside the university and the influence of colleagues.

Third, the study found, as expected, that the organizational setting, especially climate variables, had a positive relationship with the professor's reported overall job satisfaction and a strong and negative relationship with his felt discrepancies in the amount of rewards he receives.

A less definite relationship was found between effort and performance evaluations and organizational setting variables. In some cases, these variables correlated as expected; in other cases, the relationship was unexpectedly negative.

47. COMAS-DÍAZ, Lillian (Ph. D.). "EFFECTS OF COGNITIVE AND BEHAVIORAL GROUP TREATMENT OF THE SYMPTOMATOLOGY OF DEPRESSION IN PUERTO RICAN WOMEN." University of Massachusetts, 1979. 199 pp.
Source: DAI, XL, 3B (September, 1979), 1356-B.
XUM Order No. 7920829

The current investigation was an examination of two important issues in relation to the relevancy of psychotherapy for the ethnic minority, low income client. First, the study was an investigation of the effectiveness of psychotherapy for low income depressed Puerto Rican women. Second, it was an evaluation of the effectiveness of behavior therapy following Lewinsohn's (1970) model in contrast to a cognitive/learned helplessness therapy following Beck's (1967) and Seligman's (1975) models in the reduction of depressive symptoms.

Depression was measured by the Beck Depression Inventory, the Hamilton Rating Scale for Depression, and a behavioral rating scale including a subjective and an objective part.

Subjects were 26 middle-aged clinically depressed Puerto Rican women from the low socioeconomic status. They were randomly assigned to three treatment conditions: behavior therapy (N = 8), cognitive/learned helplessness therapy (N = 8), and control group (N = 10). Subjects met in therapy groups for five sessions over four weeks, while control subjects waited four weeks before starting therapy.

Data were analyzed using a 3 x 2 factorial design where the between group variable was the treatment condition and the within subjects variable was the assessment periods (pretreatment, posttreatment, and follow up). Contrasts were made on the three groups, comparing the control versus the therapy groups, and comparing the behavior therapy group to the cognitive/learned helplessness therapy group. Moreover, the post versus the follow up (five weeks after treatment) scores for the therapy groups were evaluated. Univariate analyses of covariance were used, with the pre treatment scores as the covariate.

On the posttreatment data, significant results

were found between the three treatment groups on all variables, except the subjective part of the behavioral ratings. Comparisons contrasting the control group versus the therapy groups revealed significant differences on all variables, indicating that clients in the therapy groups reported reduced depression more significantly than did the control subjects. Comparisons between the behavior and the cognitive/learned helplessness therapy groups were all non significant, indicating no significant differences between them.

Comparisons between post versus follow up scores on the therapy groups revealed no significant differences on all variables, indicating that the significant reduction of depression was maintained five weeks after treatment. A significant interaction on the Hamilton Rating Scale for Depression was further analyzed, revealing that the behavior therapy group had the most significant depression reduction from post to follow up assessments. This finding is discussed and partly explained by suggesting the potential long term effects of the behavior therapy for the minority client in this society. Further research is recommended to investigate this hypothesis.

The current investigation demonstrated that group psychotherapy is efficacious in reducing depression in low income clients. It also demonstrated that two short term group psychotherapies, based on behavioral modification and on cognitive/learned helplessness modification, have equally significant effects in alleviating depression in low income Puerto Rican women.

48. CONCANNON, James Joseph (Ed. D.). "STUDENT AND MATERNAL CORRELATES OF ACADEMIC ACHIEVEMENT IN AN EIGHTH GRADE MALE PUERTO RICAN POPULATION." St. John's University, 1978. 132 pp. Source: DAI, XXXIX, 7B (January, 1979), 3485-B. IUM Order No. 7900251

This study was undertaken to clarify certain aspects of the research literature on parental correlates of locus of control and academic achievement. Academic success has consistently shown a correlation with internal locus of control, particularly

for males. Most studies of parental correlates or antecedents of locus of control have depended on the retrospective perception of the child. Several researchers have stressed the need for further study directly with the parent. This study was done in a school setting where the large scale academic failure is common. Lack of academic success in low SES school populations has been explained in the past by generalizations that appear to have little or no relevance when applied to those who are successful academically at this level. There is research evidence that shows a relationship between academic success and internal control in low SES minority group students.

One hundred and six randomly selected eighth grade Puerto Rican male students and their mothers were included in this study which took place at a public intermediate school in an economically depressed largely Hispanic section of New York City.

Maternal locus of control was measured by the Adult Nowicki-Strickland Internal-External scale (ANSI-E). Student locus of control was measured by the Children's Nowicki-Strickland Internal-External scale (CNSI-E). These are parallel forms of the same instrument. Reading grade scores from the Metropolitan Achievement Test were used as the measure of achievement. First, a Pearson product-moment correlation technique was applied for the data to test the following hypotheses:

The ANSI-E scale will serve as a predictor of reading success insofar as a low score on the ANSI-E (internal control) will be significantly correlated with successful reading achievement of students. This hypothesis was upheld at the .001 level of confidence.

The CNSI-E scale will serve as a predictor of reading success insofar as a low score in the CNSI-E (internal control) will be significantly correlated with successful reading achievement. This hypothesis was upheld at the .01 level of confidence.

The ANSI-E scale will serve as a predictor of student locus of control insofar as scores on the ANSI-E will be significantly correlated with student scores on the CNSI-E scale. This hypothesis was upheld at the .001 level of confidence.

Next a two-way factorial analysis of variance

was applied to the data to test the following hypotheses:

Students with internal locus of control (low CNSI-E scores) when compared to students with external locus of control (high CNSI-E scores) will have significantly higher reading scores. This hypothesis was upheld at the .01 level of confidence.

Students whose mothers have internal locus of control (low ANSI-E scores) when compared with students whose mothers have external locus of control (high ANSI-E scores) will have significantly higher reading scores. This hypothesis was upheld at the .01 level of confidence.

If students with internal locus of control (low CNSI-E scores) do have significantly higher reading scores than students with external locus of control (high CNSI-E scores), it will be significantly related to whether their mothers have internal or external locus of control. There was no significant interaction and this hypothesis was rejected.

Results with student locus of control confirm similar relationships with reading achievement for our Puerto Rican group as has been found with various other ethnic groups. The significant relationship found between maternal locus of control and student locus of control appears as the first time these results have been obtained. These positive results may be attributable to using equal criterion measures with parent and child and to sampling the parent population directly in an interview.

Research in the form of longitudinal studies designed to measure the efficacy of developing internal control at all school levels is recommended. Further research on locus of control directly involving parent and child is also recommended.

49. CORTEZ, Emilio Gregory (Ed. D.). "GAMES FOR SECOND LANGUAGE LEARNING: A COMPARISON OF TWO APPROACHES FOR TEACHING ENGLISH TO PUERTO RICAN CHILDREN." Temple University, 1974. 134 pp.
Source: DAI, XXXVI, 6A (December, 1975), 3474-A. XUM Order No. 75-28,101

This study has two purposes: (1) to determine whether a Game Approach or a combination Dialogue-Game Approach made a significant difference in English vocabulary acquisition among non-English-speaking Puerto Rican third-grade pupils and (2) to compile language games appropriate for teaching English to Puerto Rican children.

Because the instrument used for determining vocabulary acquisition involved reading Spanish, a Spanish Reading test was administered prior to the commencement of the treatment. Only pupils scoring 70 percent or more on the Spanish Reading test participated in the study. English words to be taught during the treatment were selected on the basis of performance on an English multiple-choice vocabulary test.

Two groups of thirty Puerto Rican children were selected (Game Group and Dialogue-Game Group). The treatment consisted of two phases, each phase extending over a two-week period, specifically six class sessions of thirty minutes duration. During Phase I, the Game Group was taught twenty-five English words solely through language games, while the Dialogue-Game Group received a combination dialogue-game treatment for the same English words. After the sixth class session (at the end of Phase I), both groups were tested on the twenty-five English words presented during the first phase of the study.

During Phase II, both teaching approaches were reversed to eliminate variables among the students such as: intelligence, aptitude for language and sex differences. A second set of twenty-five English words was taught over a two-week period, specifically six class sessions of thirty minutes duration. After the last class session, both groups were tested on the English words presented during Phase II of the treatment.

Test results indicated that the Game Approach was more successful than the Dialogue-Game Approach for English vocabulary acquisition among the non-English-speaking Puerto Rican third-grade children included in the study. The arithmetic means for pupils taught through Games was 22 in Phase I and 22.6 in Phase II. For pupils taught through both Games and Dialogues, the arithmetic mean was 17 in Phase I and 16 in Phase II. Application of the Fischer t-test indicated that a significant difference (the critical t , in excess of 2.0017) existed

between the arithmetic means of both groups.

In keeping with the second purpose of the study, fifty-eight language games appropriate for teaching English to non-English-speaking Puerto Rican third-grade children are described. These games are divided into five major categories: Grammar, Vocabulary, Listening, Reading and Spelling.

50. CROCE, Nancy A. (Ph. D.). "A THEORY OF DIFFERENTIAL ACADEMIC PERFORMANCE AMONG WORKING CLASS PUERTO RICAN YOUTH." Fordham University, 1975. 392 pp. Source: DAI, XXXVI, 8A (February, 1976), 5590-A-5591-A. XUM Order No. 76-4112.

The thesis is a study of some of the factors which might be significant in explaining the differential academic performance of Puerto Rican children in an elementary school in a working class neighborhood in the Bronx, New York City. There is ample evidence in the stratification literature that school success or failure is related to the student's socioeconomic origins; however, socioeconomic status does not explain in full the variance which exists in students' academic performance. The question raised in the thesis is: "Why do some children from a lower socioeconomic family perform poorly in school while others perform well?"

A line of research which attempts to clarify the issue involves studies which suggest that a student's level of educational performance is influenced by the educational aspirations and expectations of his reference groups. Although the sociological literature abounds in such studies, an approach which has largely been neglected is the nature of the student's interaction with his parents and peers in a comparative framework. This thesis suggests that the higher the degree of parent-adolescent and/or peer-adolescent effect, the greater will be the influence of their academic expectation on the student's performance.

When the interaction variable is combined with the academic expectations of the parents, the data of this study show a tendency for more of the low performers to have low interaction with high expectation parents, and for more of the high performers to have high interaction with high expectation

parents. When the interaction variable is combined with the academic expectations of the peers, there is a tendency for the high performers to have high interaction with high expectation peers, and for the low performers to have high interaction with low expectation peers.

It was hypothesized that when the academic expectations of parents and peers differ, the student's performance will be in accordance with the expectations of that person with whom he interacts most intensely. Although the numbers are small, the hypothesis is substantially correct. There is a tendency for more of the high performers to perform in accordance with the parent with whom they have high interaction. There is also a tendency for more of the low performers to perform in accordance with the peer with whom they have high interaction.

The last two hypotheses state that when a student has a similar rate of interaction with both his parents and peers, the peer group's expectations are likely to hold more weight than do those of the student's parents.

When peer expectations are high, there is a slight tendency for students to be high performers. Of the students having peers with high expectations, a large number of students were low performers. However, when one studies the academic expectations of their peers, beyond their best friends, one sees evidence of low expectations. Some had friends who had quit school, others mentioned that they would like to quit, while others had low grades.

When peer expectations are low, there is a strong tendency for the students to be low performers. The research has supported the theme of the thesis; that is, the quality of the student's relationship with his parents and peers is essential in understanding the process of influence on the student's academic performance.

The research has identified the importance not only of parent and peer academic expectations but also of student-peer interaction, and especially the combined influence of these variables. Such an analysis of multiple influences is required to explain adequately the academic performance of the elementary school children in this study.

CRUZ

51. CRUZ, Juan Sanjurjo (Ph. D.). "STUDY OF PUERTO RICAN, MEXICAN, AND CUBAN PARENTS' VIEWS ON BILINGUAL/BICULTURAL EDUCATION." Northwestern University, 1977. 200 pp. Source: DAI, XXXVIII, 9A (March, 1978), 5151-A. XUM Order No. 7800698

Purpose

The purpose of this study was to investigate the views that Puerto Rican, Mexican, and Cuban parents may have concerning bilingual/bicultural education, and their possible relationship to their economic status, the level of educational attainment, their language loyalty and ethnic affinity.

Procedures

The subjects for this study were drawn from the parents having children attending the elementary schools (kindergarten through six grades) in District Six of the Chicago Public School System. The sample consisted of 120 parents of Puerto Rican, Mexican, and Cuban background. A bilingual sixty-items questionnaire was developed. The data were analyzed using the chi square formula $X^2 = \sum \frac{(O-E)^2}{E}$. Due to exploratory nature of this study, a 5 percent (.5) level of confidence was established as the criterion for the purpose of rejecting or accepting the null hypothesis.

A questionnaire consisting of two sections was developed: section 1 was concerned with information on bilingual education; section 2 was concerned with general demographic data: sex and age of the respondents, place of birth, family composition, educational level, and socioeconomic status.

The chi square analysis of the data showed that parents who received less education tend to accept more readily the idea of language and cultural maintenance than parents with higher academic level. However, when scores on different variables were examined on a 2x2 contingency tables, the results indicated a favorable view toward bilingual/bicultural education by the majority of the respondents.

A significant relationship was observed between the parents' income and their preferences for bilingual/bicultural education. A higher percentage of high income parents expressed negative views toward bilingual/bicultural education than the percentages of parents in the low income group.

A significant relationship was noted between the parents' views on bilingual/bicultural education and their level of educational attainment. A larger percentage of parent participants showing a low level of educational attainment demonstrated a more positive view toward bilingual/bicultural education than parent participants who had relatively higher educational attainment.

A significant relationship was noted between the parents' educational attainment and their loyalty to the Spanish language. Parents with a weak Spanish loyalty displayed a higher percentage of negative view toward bilingual/bicultural education than parents with strong Spanish language loyalty.

A significant relationship was noted between parents' ethnicity and their views toward bilingual/bicultural education. There was a higher percentage of parents with negative perception of ethnicity affinity who showed a higher degree of negative view toward bilingual/bicultural education.

52. CRUZ-LOPEZ, Miguel Arturo (Ph. D.). "PUERTO RICAN ELDERLY: ANALYSIS OF THE SUPPORT SYSTEMS OF TWO AGE COHORT GROUPS." Syracuse University, 1979. 130 pp. Source: DAI, XL, 12A, Part 1 (June, 1980), 6150-A. XUM Order No. 8013368.

The purpose of this study was to examine similarities and differences in support systems patterns of two Puerto Rican elderly groups. The sample consisted of a group of persons ages 55 to 64 years old and a group of persons ages 65 years and over. An additional goal was to identify and analyze the types of individuals who made up the support systems of both groups and the manner in which these systems operated. Specifically, it was the purpose of this research study to provide answers to the following questions: (1) Are there different support salience patterns between the two cohorts? (2) Are there different support status

patterns between the two cohorts? (3) Do the two cohorts show different support systems patterns in terms of: (a) size, (b) location (e.g., family, co-workers, etc.), (c) age, (d) direct/vicarious sources of support? (4) Do the personal support systems of the two groups operate differently in terms of: (a) frequency of contacts, (b) reciprocity of contacts?

The 100 persons who voluntarily participated as subjects in this study were selected from various geriatric centers and neighborhoods and surrounding rural areas of the Mayaguez area in Puerto Rico. The selection was made on the basis of: their falling into one of the age groups studied; their willingness to participate; their availability to the researchers.

The Pearson Psychological Personal Support Systems Survey was used as the data collection instrument in this study. The researcher, in addition to himself, utilized three research assistants to conduct the interviews. The research assistants were trained in the uses and applications of the research instrument.

The data were analyzed using discriminant analysis of variance, t-test and chi-square tests. In addition to these procedures, the research obtained additional data utilizing descriptive analytical statistics.

Results indicated differences on need salience with regard to support systems between the two cohorts on the Love, Intimacy, Encouragement, Acceptance, Example, Honesty and Help categories. Also, it was found that there were differences in support availability between the groups investigated on the Admiration, Satisfaction, Companionship and Example categories. It was also found that there were overall similarities in the number of persons that constituted the support systems of each cohort. It appears that each cohort possesses similar numbers of support persons. In addition, the results showed no difference in location of support systems between both cohorts; that is, it was found that both cohorts had their supportive persons distributed in equal proportions with regard to the location of the support (i.e., family, co-workers, children, friends, etc.).

It was also found that the subjects preferred persons close to their own age in their support

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systems. It seems that peers were the strongest support source for both cohorts.

Results showed that the two cohorts had similar preferences for obtaining support from direct or vicarious contacts, with both groups preferring the direct and tangible type of support contact rather than vicarious support.

An overall similarity in the frequency of the support contacts between both cohorts was also found. It seems that both groups distributed their support contacts in similar periods of time (i.e., daily, weekly, monthly, yearly, seldom or never) with most contacts for both groups falling into the daily and weekly categories. Finally, the first cohort reported greater support reciprocity than the second cohort. It was suggested that the first group had greater economic capabilities to establish mutual support relationships with the members of their support systems networks.

53. CRUZ-RODRIGUEZ, Aristides (Ph. D.). "THE APPLICATION OF HERZBERG'S THEORY OF MOTIVATION TO WORK TO PUBLIC ELEMENTARY SCHOOL TEACHERS IN PUERTO RICO." New York University, 1980.
250 pp. Source: DAI, XLI, 6A (December, 1980), 2369-A. XUM Order No. 8027436

The purpose of this study was to determine the applicability of Herzberg's Motivation-Hygiene Theory to teachers in Puerto Rico; to assess satisfaction and dissatisfaction of teachers with specific aspects of their work; and to analyze relationships of those findings to demographic characteristics of teachers.

The respondents were 334 elementary school teachers from twenty-two school districts in nine municipalities in the Educational Region of San Juan, Puerto Rico. Data were collected by means of the Herzberg Questionnaire and by two instruments developed for this study: The Teachers' Job Satisfaction and Dissatisfaction Inventory (TJSDI) and the Teachers' Characteristics Questionnaire (TCQ). The data were analyzed utilizing frequencies, factor analysis, correlation analysis and discriminant analysis.

The results of the study provided further support to the application of the M-H Theory. Motivation factors were mostly mentioned as contributing to satisfaction, whereas hygiene factors were mostly mentioned as contributing to dissatisfaction.

No meaningful relationships were found between factors contributing to satisfaction and dissatisfaction and the personal and professional characteristics of the respondents.

Teachers indicated they were more satisfied with their responsibilities at work than with other motivation factors. They also indicated they were more dissatisfied with the salaries they made than with any other hygiene factor at work.

No meaningful relationships were found between satisfaction and dissatisfaction and the personal and professional characteristics of teachers.

No meaningful relationships were found between factors contributing to the satisfaction and dissatisfaction of teachers and the work aspects with which they indicated they were satisfied and dissatisfied.

The above findings were analyzed and discussed in light of organizational and cultural characteristics.

54. CUADRADO, Maria M. (Ph. D.). "FACTORS AFFECTING THE DECISION OF PUERTO RICANS TO VOLUNTARILY DROP OUT OF A COMMUNITY COLLEGE IN NEW YORK." Fordham University, 1979. 179 pp. Source: DAI, XL, 4A (October, 1979), 1937-A-1938-A. XUM Order No. 7920663.

This investigation explored the factors that differentiate Puerto Rican community college voluntary dropouts from persisters and identified the situations which dropouts felt compelled them to leave school.

To achieve these objectives, 34 randomly selected voluntary dropouts and 45 randomly selected persisters were compared in the following areas: readiness or disposition toward college education,

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college experience, demographic and socioeconomic characteristics, and personality traits.

Some factors considered in readiness of disposition toward college education were: perception of the purpose of education, motivation in going to college, social support toward college education, educational aspiration, and academic preparation.

In the area of college experiences some of the factors covered were: congruency between curriculum and career choice, satisfaction with progress in school, experience with classes, experience with supportive services, social support in and out of school, academic achievement, and reasons for considering or actually leaving school.

Other than the generally considered demographic and socioeconomic characteristics, this study also included age at arrival in the Continental United States, number of siblings, age at admission, living arrangement, and number of siblings with a college education.

Some personality traits addressed were: sense of responsibility over the family's economic situation, sense of self-confidence in relations with peers, perception of the availability of opportunities for Puerto Ricans in the job market, and perception of social discrimination against Puerto Ricans.

Persisters and dropouts were interviewed by the same person using three questionnaires developed for this study. The Fisher's T formula for independent samples was used to test the significance of the difference between the means obtained for: high school average, reading score, and cumulative index. The difference in items yielding nominal data was tested for significance using the chi square test of independence for contingency tables. In all cases significance was determined at the .05 level of confidence.

Significant differences were identified in several factors, some being perception of the purpose of education, curriculum, congruency between curriculum and career choice, satisfaction with progress in school, time of arrival in New York for students born in Puerto Rico, and self-confidence in relations with peers.

Interestingly, persisters were found to

experience the same problems that dropouts present as their reasons for leaving school. Therefore, although such difficulties as financial or personal problems may force students to make a decision about school, the solution they take is ultimately influenced by factors other than the nature of the problem itself.

Voluntary dropouts perceive education as preparation for the job market. However, they are generally enrolled in liberal arts, and are not pursuing the programs that would prepare them for their chosen careers. In addition, dropouts do not find school socially appealing. Since they see no tangible reasons for persevering in school and find no social rewards in the institution, when they meet an obstacle in their academic or personal life they opt to leave school.

It was recommended that in-depth studies be conducted to further test the relationship between attrition and congruency of curriculum and career choice, participation in special programs, previous educational experience, self-confidence in relations with peers, need for affective attention, and personality traits such as maturity.

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55. D'AGOSTINO, Anthony Carmen (Ed. D.). "THE EFFECT OF AN OUTDOOR EDUCATION PROJECT ON THE CROSS-CULTURAL ATTITUDES OF BLACK, WHITE AND PUERTO RICAN FIFTH GRADERS. Rutgers University, 1980. 181 pp. Source: DAI, XLI, 1A (July, 1980), 98A. XUM Order No. 8014242.

Introduction. The purpose of this study was to determine if a carefully conceived outdoor education project mitigates racial hostility and racial misunderstanding. Research was conducted at Sundance (Experimental Group) and Windbeam (Control Group) Outdoor Education Centers. The first outdoor center offered a success-oriented curriculum with a human relations component. The latter did not offer this component. Pre and posttesting in cultural attitudes was done before and after a 30-day period.

Hypotheses. The literature on outdoor education, cultural attitudes and integration provided the conceptual framework and rationale for the three hypotheses utilized in this study. The following hypotheses were tested: (1) The white experimental group participants will gain significantly more than the white control group, at the .05 level of confidence, in their attitudes toward the black culture and the Puerto Rican culture as measured by the Cultural Attitude Scales, pre and post-testing. (2) The black experimental group participants will gain significantly more than the black control group, at the .05 level of confidence, in their attitudes toward the white culture and the Puerto Rican culture as measured by the Cultural Attitude Scales, pre and post-testing. (3) The Puerto Rican experimental group participants will gain significantly more than the Puerto Rican control group, at the .05 level of confidence, in their attitudes toward the black culture and the white culture as measured by the Cultural Attitude Scales, pre and post-testing.

Methodology. The sample of schools selected for this study consisted of ten public schools in Newark, New Jersey, two schools from each of five wards. The schools were comparable in pupil population, structure, social economic status and Title I programs. Approximately 150 black, white and Puerto Rican fifth grade pupils (experimental group) were exposed to the human relations component of the curriculum. Fifth graders equal in number and racial background (control group) were not exposed to the human relations component. Both groups, experimental and control, were pre and post-tested, using the Cultural Attitude Scales.

Results. The results of the three hypotheses offered significant evidence that gain in cultural attitudes was greater for the pupils in the experimental subgroups than for those in the control subgroups in every case. The black experimental subgroup initially had a much more positive cultural attitude toward the white subgroup, which generated a lesser gain. Conversely, the black control subgroup had a low initial attitude toward the white subgroup, which resulted in greater gain. The pre-test means for the experimental subgroups were greater than the control subgroups in every case except the Puerto Rican attitude toward the blacks. Analysis of covariance adjusted pre-test scores which in turn adjusted the pre-test means and compensated for initial differences. F-ratio statis-

tics were significant at the 95th percentile level, which meant that the probability that any gain between pre and post-tests attributed to initial differences would be less than .05, provided the gain was based on the adjusted scores. T-tests were used to determine the significant differences.

Conclusions. The conclusions drawn from this study support the hypotheses on the basis that the experimental subgroup participants gained significantly more than the control subgroups. The hypotheses that the exposure of the experimental subgroup to the human relations component at the Sundance Outdoor Education Center leads to reduced prejudice and a gain in positive cultural attitudes has received confirmation from this research. The integrated environment exposed the pupils not only to the cultural attitudes of other pupils but also to a significant change in their attitude to other cultures.

56. DAVILA VELAZQUEZ, Sonia I. (D. Ed.). "A STUDY IN THE USE OF LINGUISTIC STRUCTURES IN FOLKLORE FOR TEACHING SPANISH-READING COMPREHENSION SKILLS TO FOURTH-GRADE PUERTO RICAN CHILDREN." Pennsylvania State University, 1982. 171 pp..
Source: DAI, XLIII, 6A (December, 1982), 1907-A.
XUM Order No. DA8218895.

This study investigated the use of Spanish linguistic structures, such as complex sentences and embedded clauses along with Puerto Rican folklore as a means of increasing fourth-grade students' achievement in Spanish-reading comprehension skills.

The purpose of this study was to determine the extent to which a linguistically structured complementary Spanish reading program in Puerto Rican folklore, Treatment One (LCFRP), a non-linguistically structured complementary Spanish reading program in Puerto Rican folklore, Treatment Two (NCFRP), and a basal Spanish reading program (BRP) affected the reading comprehension skills of fourth-grade students. The students' attitudes toward the LCFRP and toward the NCFRP were determined.

The sample, 120 students, was selected from the

population of all students of the low socio-economic level in the fourth grade in the Rio Piedras V School District of the Puerto Rican Department of Public Education in Puerto Rico.

Two instruments were used to collect the data: the Spanish Reading Skills Test for fourth grade (Puerto Rican Department of Public Education, 1978), and a one-item Student Questionnaire. The data were analyzed by using a one-way multivariate analysis of variance, chi-square test, t-test, and the Fisher exact test for independence.

The students who participated in the LCFRP had significantly greater total reading skills scores at the .01 level than the BRP students. The LCFRP students scored significantly better at the .01 level than the NCFRP students and the BRP students in the main idea skill subtest. No significant difference in the details skill subtest was found.

Sex was not a determinant factor in the achievement of reading skills of the LCFRP students. Analysis on the students' preference response toward the LCFRP and the NCFRP showed that the majority of the students in both treatment groups responded with the rating Very much, the highest rating on a scale of one to five.

Folklore was a motivating factor in both treatments. Comprehension of linguistic structures concomitant with folklore seemed to improve the reading comprehension skills of the LCFRP sample of fourth-grade Puerto Rican students.

57. DE CHAMORRO, Luisa Ceden0 (Ph.D.). "A COMPARATIVE STUDY OF PUERTO-RICAN FAMILIES OF LOW SOCIO-ECONOMIC STATUS, WITH AND WITHOUT IDENTIFIED MENTALLY ILL MEMBERS." University of Texas at Austin, 1980. 181 pp. Source: DA1, XLI, 9B (March, 1981), 3385-B. XUM Order No. 8100889.

This exploratory, descriptive study was undertaken in an effort to determine whether Puerto Rican families of low socioeconomic status and containing an adolescent child who is in treatment for an emotional disturbance are different from families

in which all members are considered to be emotionally healthy in their affective ties, authority, decision making, and reciprocity of roles between husband-father and wife-mother.

The total number of families participating in the study was 60. Thirty families were considered to be healthy, since there was no evidence of psychopathology present, and 30 were considered to be disturbed, since there was at least one adolescent child who was receiving treatment for emotional disturbance.

Hypothesis 1. There will be significant differences in the pattern of authority and decision making exercised by the father and mother between the healthy family group and the disturbed family group. (a) The mother in the disturbed family group will be significantly more authoritarian than the mother in the healthy family group. (b) The father in the disturbed family group will be significantly less authoritarian than the father in the healthy family group. (c) The mother in the disturbed family group will participate significantly more in the decision-making process than the mother in the healthy family group. Hypothesis 2. There will be significantly higher reciprocity of roles between father and mother in the healthy family group. Hypothesis 3. There will be significant differences in the expressive role of parents in the disturbed family group as compared to parents of the healthy family group. (a) The mother of the disturbed family group will be more expressive than the father of the same group.

The analysis of the findings with these 60 families indicates that there are differences between healthy and disturbed family groups of low socioeconomic background in Puerto Rico. These differences were on the variables authority, decision making and affective ties.

Hypothesis 1a was not accepted since only in one item, "dominant," was the difference significant when the groups of mothers were compared. In this case the number of mothers above the median in the healthy family group was higher than for the mothers in the disturbed family group.

Hypothesis 1b was partially accepted since there were significant differences between the groups of fathers in two of the items, "strict" and "dominant." In both items the number of fathers above the median

in the healthy family group was higher than the number of fathers above the median in the disturbed family group.

Hypothesis 1c was accepted. The results revealed significant differences between both family groups in the direction predicted.

The second hypothesis was not accepted. There were no significant differences between the groups of parents on the scale for measuring the reciprocity of roles between husband-father and wife-mother.

The third hypothesis was accepted. There were significant differences between both groups of families on the variable affective ties in the direction predicted.

There are implications of the study for nursing practice, nursing education and nursing research in Puerto Rico. Some of the questions that have been raised with this study and considered to be relevant to the nurse researcher for study are: Does the degree of psychopathology reflect differences in the behavior of the parents or do differences in the behavior of the parents precipitate psychopathology in the child? What variables are present more often or to a greater degree? Are social class, employment of mothers outside the home and level of education also factors in establishing differences between healthy and disturbed family groups?

58. DE LA CANCELA, Victor Luis (Ph. D.) "TOWARDS A CRITICAL PSYCHOLOGICAL ANALYSIS OF MACHISMO: PUERTO RICANS AND MENTAL HEALTH." City University of New York, 1981. 293 pp. Source: DAI, XLII, 1B (July, 1981), 368-B. XUM Order No. 8112349

The similarity between the social science and the lay Puerto Rican's definition of machismo was examined. Literature regarding this alleged pattern of dominance was reviewed. Prevalent descriptions stated machismo is pathological and related to unresolved oedipal and inferiority complexes (Traditional View). Recent views claim that "positive" cultural (Culturalistic View) or "negative" socioeconomic (Dialectical View) forces underlie machismo.

This study examined individual and social manifestations of machismo, and its ideological function in capitalist society.

Four null hypotheses were tested: (H1) The Puerto Rican male's concept of machismo does not significantly affect his interpersonal relationships; (H2) The Puerto Rican male's concept of machismo does not significantly affect his concept of parenting; (H3) The Puerto Rican male's self-concept or view of himself in the world does not significantly affect his investment in machismo through manifested acts; and (H4) There is no discrepancy between the Puerto Rican male's concept of machismo with that provided by the dominant social science literature.

Forty Puerto Ricans, twenty males and twenty females, between 18 and 21 years of age, with no more than a high school education and earning less than \$8,000.00 yearly, were obtained from social agencies in Massachusetts. Subjects were interviewed utilizing an original instrument, the Machismo Attitude and Behavior Questionnaire, a combined Likert, true-false statement and open-ended interview schedule. Information was solicited regarding the Puerto Rican male's masculine identity, child-rearing experience, male-female relationships, and sense of social alienation. Interviews were conducted in the language of preference of the subject, and completed questionnaires were coded by bi-lingual/bi-cultural raters with 95% inter-rater agreement. Data was analyzed using SPSS Subprograms Frequencies, Cross-Tabs and N-Par Tests. Confidence levels were set at .05 and all but the first hypothesis was rejected.

Results indicated that subjects had a working concept of machismo. Significant differences between male and female perceptions were found. Males emphasized their responsibility as providers/workers while females perceived machos in primarily anatomical terms. Male-female relationship results indicated generally good friendship of some duration, with mutual sharing evident, as well as good intimate relationships, although females tended to give less positive reports. Overall, findings suggested that the macho concept responds to a dialectical view in that the label "macho" is composed of characteristics perceived as positive, negative or contradictory.

Data on parenting indicated that Puerto Rican fathers were important figures in family life having

had very close relationships with subjects. Fathers were interested in their children's development and transcended stereotypical disciplinarian roles: they reported relationships of mutual trust and respect, helped with their children's schoolwork, and played with them.

Findings regarding self-concept and macho behavior interaction revealed less stereotypical behavior among Puerto Rican males. Subjects reported more liberal male behavior although they recognized that their behavior might be considered more domineering than the Anglo's.

Data relative to popular concepts of macho versus stereotypical "scientific" views revealed that Puerto Rican males are considered equal in masculinity to most men, and that Puerto Rican boys had male models available to them during childhood.

Some similarities to social science views were found. However, these were understood as part of capitalism's emphasis on and rewards for male proletarian productivity.

Findings suggest that practitioners with traditional views of machismo may alienate Puerto Rican clients from seeking services. Dialectical views are seen as providing for change by exploring contradictions in "macho" behavior. Recognition of social-historical realities may function against replicating the experience of social castration of the Puerto Rican male, and may encourage more personable and empowering therapies.

59. DEL CASTILLO, Ricardo (Ph. D.). "REACTIONS OF BILINGUAL AND MONOLINGUAL SPEAKERS TO ACCENTED AND NON-ACCENTED SPEECH." Adelphi University, 1975. 58 pp. Source: DAI, XXXVI, 7B (January, 1976), 3595-B-3596-B. XUM Order No. 76-1417.

The present investigation examined the attitudes and stereotypes as well as sex differences of Spanish-English bilinguals, and of significant English-speaking monolinguals toward the two languages and cultures which confront the bilingual individual.

The subjects in the present investigation were

50 bilingual subjects who met the language criterion, chosen from a larger sample of 112, drawn from undergraduate classes at the University of Puerto Rico and 50 monolingual subjects who met the language criterion, chosen from a larger sample of 87, drawn from undergraduate classes at the State University of New York, College at Old Westbury. There was an equal number of males and females in both samples. All members of the two samples were of a middle-class income. The subjects were all adults with two or three years of college on the average. The age range in both groups was from 18 to 35. There was no significant difference between the ages of both groups.

Bilingualism was defined operationally by means of the scores on the Reaction-Time Test of Bilingual Ability, Self-Rating Scale of Language Ability, and having passed the English section of the College Entrance Exam. Monolingualism was defined in terms of the results of the Self-Rating Scale of Language Ability, and on not having lived in a Spanish-speaking country for more than a few days.

The independent variables in the present investigation were a number of tape recorded voices who read a two minute prose passage in English with a Spanish accent (ES), Spanish with an English accent (SE), English with no accent (E) and Spanish with no accent (S). The speakers were four bilingual individuals, two males and two females. Two of the speakers were native Spanish-speakers and spoke English with a Spanish accent. The other two speakers were native English-speakers and spoke Spanish with an English accent. Subjects were not made aware that there were four speakers instead of eight. This technique has been referred to as the matched-guise technique (Lambert et al., 1960). The dependent variables were obtained by the ratings that the subject gave to a number of personality traits of the given voices. The Personality Traits Inventory was used in order to record the subjects' ratings. The study was described to the subjects as an attempt to assess the possibility of judging personality characteristics by only using the voice of the person. It was mentioned that in order to allow for a greater scope of analysis, the voices would be using both English and Spanish.

The results of the Personality Traits Rating Scale were analyzed by using a 2 x 2 x 4 ANOVA for Kirk (1968) PR.Q Design. The three variables analyzed were: (1) linguistic category of subjects,

i.e., monolinguals vs. bilinguals (Variable A); (2) type of accent spoken by the taped voices, i.e., (SE), (ES), (E), (S). (Variable B); (3) sex of subjects (Variable C). Variable (B) i.e., type of accent, showed a significant main effect $F(3,228) = 25.59$ $p < .01$. A significant interaction was found between variables AB (bilingual/monolingual vs. type of accent) $F(3,228) = 3.60$ $p < .05$. A Tukey (HSD) Test for significance between pairs of means showed that there was a significant difference in the way both monolingual and bilingual subjects rated guises speaking accented English and accented Spanish. No significant differences were found in the way non-accented guises were evaluated. The results of the present investigation showed both similarities and differences with previous studies which had used the matched-guise technique with bilingual and monolingual subjects as in some previous studies although not all subjects showed a significant negative evaluation of accented guises. A difference from some prior studies was that in the present study, neither the monolingual or bilingual subjects saw the primary language as inferior to either Spanish or English. Bilinguals and monolinguals showed a similar pattern of evaluations to the four types of guises. Caution is recommended when comparing the present findings with previous results, since they were conducted in a different cultural setting and bilingual individuals were not members of a minority group, as most of the bilingual subjects in previous studies had been. The matched-guise technique was seen as a useful tool for eliciting stereotypical answers. Nevertheless, it was found that some subjects became aware of the duality of some of the voices. For this reason, it is recommended that subjects be asked systematically at the end of every study whether they perceive the duality of the voices.

60. DELP, Jacqueline Ann (Ph. D.). "PUERTO RICAN YOUTH IN THE NEW YORK LABOR MARKET - 1970." Fordham University, 1982. 395 pp. Source: DAI, XLIII, 3A (September, 1982), 936-A. XUM Order No. DA8219236.

The Puerto Rican migration to the mainland, as one of the last large migrations to the United States, has received careful scrutiny. Testing theories of assimilation against the experiences of

this population has led some researchers to propose that Puerto Ricans are among the "unmeltable ethnics." Research on first and second generation Puerto Ricans, however, is inconclusive. The continuing poor economic status of the population has been documented, with particular concern noted for the position of young Puerto Ricans as one minority facing the severe restrictions of the urban labor market. But little or no research exists on the labor force status of the young Puerto Rican.

This study explores the relationship between the labor force status of young Puerto Ricans (measured by rates of labor force participation and unemployment, and occupational distributions) and socio-demographic and migrant status variables known, or expected, to be associated with the labor force status of the young. Using previously run special tabulations of the 1970 Census, 16-24 year old New York City Puerto Rican males and females were subdivided by migrant generation and recency of migration and compared to all other youth in New York City. Employing techniques of direct and indirect standardization and indices of dissimilarity, the effects of differential age structures, educational attainment, school enrollment, and for women, marital status and fertility, were removed and the subsequent change in rates of participation or unemployment calculated.

Analysis demonstrated that the six subgroups of Puerto Rican youth (both sexes, by parentage, Island born/here in 1965, Island born/not here in 1965) are very distinct in composition on the variable considered. Further, recency of migration is strongly related to performance in the labor market. Differential age structures and educational attainment explain much of the observed difference between most Puerto Rican youth subgroups and all others. Only the young parentage male and the most recent migrant female do not follow this pattern. For these two groups, variables not tested, specifically, attitudinal/cultural variables and labor market structure are suggested as affecting the outcome.

61. DE TORRES, Evelyn A. (Ed. D.). "A STUDY OF COUNSEL-
ING SERVICES IN HIGHER EDUCATION: PUERTO RICO."
Brigham Young University, 1978. 135 pp.
Source: DAI, XXXIX, 7A (January, 1979), 4057-A.

XUM Order No. 7901582.

The purpose of this study was to determine the characteristics of counseling services in Puerto Rican institutions of higher education, to determine differences between counseling services available among private and public colleges and universities, and to determine counselors' and administrators' perceptions of the existence, availability and quality of counseling services in Puerto Rican colleges and universities.

The Counseling Center Survey (CCS) assessed the characteristics of the counseling centers and the Counseling Center Services Questionnaire ((CCSQ) found the perceptions of counselors and administrators regarding the existence, availability and quality of the services in their institutions. Results from the CCS indicated that the counseling centers are very much alike. Results from the CCSQ showed that counselors at the institutions generally perceived the counseling services to be available and of higher quality than did administrators. This study endeavors to create an awareness of what is essential in providing quality guidance and counseling services.

62. DIAZ, Leticia (Ph. D.). "INITIATION IN THE PUERTO RICAN NOVEL." University of Illinois at Urbana-Champaign, 1982. 285 pp. Source: DAI, XLII, 3A (September, 1982), 816-A. XUM Order No. DA8218456.

Initiation, or the rites and ordeals that mark the passage from adolescence into adulthood, has appeared in most genres of literature through the ages. In this study I examine the presence of the elements of initiation in the Puerto Rican novel. It is my intent to prove that a relationship can be established between the appearance and usage of initiation and the colonial status of Puerto Rico.

I use a combination of two critical approaches: archetypal and socio-historical. By integrating these two critical methods, I create a prototype of initiation within a Puerto Rican context. This serves as a guide for the study of initiation in the individual novels. For my investigation I have selected three novels: La víspera del hombre (1959)

by René Marqués, Ardiente suelo, fría estación (1961)
by Pedro Juan Soto, and El fuego y su aire (1970)
by Enrique A. Laguerre.

It is the presence of initiatory elements in each of these novels that provides them with a structural link. The works are also joined by the treatment of themes such as ethnicity, language, identity, and acculturation. Despite the differences in style and content, all three novels reflect the concern of the authors regarding Puerto Rico's future and her present colonial status.

This dissertation is divided into five chapters. Chapter I contains an overview of Puerto Rico in terms of history, culture, society, language and other related topics. I investigate the causes of the Island's colonial condition and show how it still exists despite the changes in the last four decades. In Chapter II the steps of initiation are presented and explained, along with their application and relevance in modern literature and life. Chapters III, IV and V contain the examination of the individual novels presented in chronological order.

Each of the three literary chapters includes general background information on the author and his works, a short analysis of the fictional and structural components of the novel and a detailed examination of the elements of initiation and their relationship to the colonial status of Puerto Rico.

63. DIAZ, Manuel Rosado (Ed. D.). "THE HISTORICAL DEVELOPMENT AND LEGAL STATUS OF THE PUBLIC SCHOOLS IN PUERTO RICO." University of Denver, 1967. 201 pp. Source: DAI, XXVIII, 7A. (January, 1968), 2478-A. XUM Order No. 67-17104.

Introduction

The abstract of this thesis is divided into the following parts: (1) a statement of the problem, (2) an exposition of the methods and procedures employed in gathering the data, and (3) a condensed summary of the findings of the study.

Statement of the Problem

The purpose of this study was to determine the historical development and the legal status of the public school system of Puerto Rico. Two basic questions were posed: (1) what had been the influence of history upon the school system of Puerto Rico? and (2) what was the current legal status of the public school system of Puerto Rico?

Need for the study. The Commonwealth of Puerto Rico at the time of the study was at the crossroads not only geographically, but in the development of education. Puerto Rico also encountered the problem of a dual culture, the Spanish and "American" cultures. The impending solution of the political status of Puerto Rico at the time of the study was also affecting the structure and development of the school system. Furthermore, the situation of Puerto Rico was unique in the conglomerate of the United States and its territories.

Methods and Procedures Employed in the Study

The methods and procedures used in the study combined the two basic aspects to be researched, namely, the historical and legal aspects. The procedure was divided into three phases as follows: (1) the historical phase, (2) the legal phase, and (3) the summary phase.

The historical phase. The purpose of this phase of the procedure was to determine the influence of history upon the school system of Puerto Rico. After a critical study of the historical sources, the information was analyzed and evaluated. This collated material then served to answer the question dealing with the influence of history upon the development of the public school system of Puerto Rico.

The legal phase. The purpose of this phase of the study was to determine the present legal status of the public school system of Puerto Rico as compared with a typical state of the United States, Colorado. The state of Colorado was chosen as the typical state because of availability of the material and the researcher's familiarity with Colorado laws.

The summary phase. The purpose of this phase of the study was to summarize the findings, state the

conclusions and to make the recommendations based on the findings and conclusions of the study.

Summary of the Findings

The following constitute a summary of the findings of the study:

1. The public school system of the Commonwealth of Puerto Rico represents the amalgamation of two cultures, the Spanish and the "American" cultures, the Spanish culture being the dominant culture.

2. Education is a state function, e.g., the Government of Puerto Rico has plenary power over education. However, this power is not absolute. It is limited by three factors: 1) the provisions of the United States Constitution, 2) the provisions of the Constitution of the Commonwealth of Puerto Rico, and 3) by social or community sanctions.

3. The Secretary of Public Instruction enjoys and embodies an almost feudalistic power. He is answerable only to the Governor and the Legislature of the Commonwealth. There was no parallel to this concentration of power within the structure of the United States and its territories.

4. The two-way communication within the general pattern of the organization of the public schools suffered a breakdown with regard to teachers and teachers' affairs, and students.

5. The general structure and organization of the public school system of Puerto Rico did not reflect the democratic principles as exemplified by the said social institution. The participation of the citizenry in the educational affairs of the Island was indirect and minimal.

64. DIAZ BERDECIA, Nelson (Ph. D.). "THE RELATIONSHIP BETWEEN THE DEGREE OF BILINGUALISM AND COMPETENCE VS. PERFORMANCE OF PUERTO RICAN CHILDREN IN THE ACQUISITION OF CONSERVATION." Temple University, 1982. 224 pp. Source: DAI, XLIII, 4A (October, 1982), 1086-A-1087-A. XUM Order No. DA8217736.

The purpose of this study was to investigate the relationship between the degree of bilingualism and competence vs. performance of Puerto Rican bilingual children in the acquisition of what Piaget called conservation. Competence was defined as the child's ability to judge conservation problems correctly as measured by Goldschmid and Bentler's Concept Assessment Kit. Performance was defined as the child's ability to explain correctly, following his or her judgment, conservation problems as measured by Goldschmid and Bentler's Concept Assessment Kit.

The study tested eight hypotheses dealing with the relationship of competence and performance scores, degree of bilingualism, grades, and language sequences. The sample consisted of 240 (120 boys; 120 girls) Puerto Rican children randomly selected from the first, second, and third grades of four Philadelphia public schools. The subjects were divided into high, moderate, and low bilingual groups according to their scores on the "Dos Amigos" verbal language scales. Two groups of 40 subjects in each grade were randomly assigned to two different language testing sequences: S_1 (Spanish, English, Spanish) and S_2 (English, Spanish, English).

The results may be summarized as follows:

(1) the Puerto Rican bilingual children's cognitive ability (competence and performance scores), as measured by Goldschmid and Bentler's Conservation Kit, increased as they advanced in grade; (2) the Puerto Rican bilingual children who belonged to the high bilingual group possessed higher competence and performance scores than children in the moderate bilingual group, and the moderate bilingual group, in turn, had higher competence and performance scores than those in the low bilingual group; (3) there was a strong relationship among grade, degree of bilingualism, and competence vs. performance scores; (4) practice also affected the Puerto Rican bilingual children's competence and performance scores; (5) regardless of grade, degree of bilingualism, and language sequence, the Puerto Rican bilingual children's competence scores were higher when the Spanish language was used as the medium of test administration; and (6) in general, the Puerto Rican bilingual children's competence scores were higher than their performance scores in solving conservation tasks.

65. DIAZ-DIAZ, Eusebio (Ph. D.). "PROJECTING EMPLOYMENT
IN MANUFACTURING INDUSTRIES IN PUERTO RICO."

New York University Graduate School of Business
Administration, 1974. 192 pp. Source: DAI,
XXXV, 3A (September, 1974), 1326-A-1327-A.
XUM Order No. 74-19,530.

The object of this study was to forecast employment in manufacturing industries in Puerto Rico to 1980. In doing so, the economic history and development of Puerto Rico for the last two decades was reviewed to provide a background for these employment projections. The study examines in detail the Puerto Rico labor market and emphasizes recent changes which have taken place in the structural composition of employment following the industrial development of Puerto Rico.

To accomplish the main objective of the work--projecting manufacturing employment--a simple econometric model was developed. The unique characteristics of this model are its simplicity and its departure from the traditional input-output relationships. The model consists of one equation relating GDP in manufacturing industries in Puerto Rico to sales in the manufacturing sector of the U. S. economy, which are exogenously determined. The sales variable was selected because it gives the best link of the several variables tested between the two economies. A second equation of the model relates employment to gross domestic product (GDP) in the manufacturing sector of the Puerto Rican economy. Two versions (first differences and the link-relative of period t to $t-1$) of the resulting model were developed.

The two versions were used to develop projections of both GDP and employment in the manufacturing sector of the Puerto Rican economy to 1980. The aggregate employment projections so developed were then used to calculate employment by industry group by applying to the aggregate employment projections the historical employment ratios projected to 1980. These historical ratios were made a function of time and extrapolated to 1980 by means of a least squares regression equation.

Projections of employment ratios produced significant trends in all but three industries: Textile mill products; Paper and allied products, Publishing and printing; and Stone, clay and glass products. Seven industries showed significant upward trends in their shares of manufacturing employment: Apparel and related products; Leather and leather products; Metal products; Electrical machinery; and Professional and scientific instruments. Five industries--Food and kindred products; Tobacco manufactures; Lumber and wood products; Machinery except electrical; and Miscellaneous manufacturing industries--showed significant declines in shares of employment. Generally, the industries in which declining trends in share of employment were recorded tended to be agriculture-related industries like food and kindred products and tobacco manufactures. Industries showing significant upward trends of employment were the newer, technically oriented industries like petroleum refining and chemical industries.

The occupational mix of the manufacturing sector in 1980 was projected from the industry forecasts developed and the assumption that Puerto Rico would have in 1980 the same occupational mix in the manufacturing sector as the U. S. manufacturing sector had in 1970. The absence of historical data for occupational mix in manufacturing industries in Puerto Rico necessitated such an assumption.

The occupational projections made suggest a future need for operatives, craftsmen and clerical workers. These three occupations account for over 75 percent of the total forecasted manufacturing employment requirements. The need for unskilled labor, on the other hand, in 1980 will be minimal and the demand for professional and technical workers will be greatest in the electrical machinery and the leather and leather product industries. The sector's total requirements for administrative, managerial and sales personnel will probably not exceed 7.5 percent of the total manufacturing employment in 1980.

The implications of this study for policy decisions regarding training programs and the unemployment problem are discussed in detail. Furthermore, the need for additional developmental work in the area of forecasting and projecting future economic needs in Puerto Rico are elaborated.

66. DÍAZ-PÉREZ, Yolanda Ivette (D. S. W.) "THE NATURE AND FOCUS OF SOCIAL WORK PRACTICE IN PUERTO RICO." University of Denver, 1978. 394 pp.
Source: DAI, XXXIX, 4A (October, 1978), 2548-A.
XUM Order No. 7818645..

This study examined the modalities of social work intervention used by Puerto Rican direct-service workers. Specifically, it focused on models used by workers, their ability to identify them, and to select them following analytical processes. It also sought to determine if there was a significant difference between models of intervention used by Puerto Rican workers and a series of personal and job variables.

The sample included 154 workers from 42 different towns of the Island. It was randomly selected from the population of direct-service workers in Puerto Rico.

Personal interviews were conducted with the use of schedules during July to September 1977.

Findings revealed that the majority of workers used models developed in the United States, were not able to identify them, nor followed analytical processes in their selections. Significant differences were found between the models used by workers and their age, marital status, period of training, professional sharing with other Latin American workers who had visited the Island, participation in activities with other Latin American workers, knowledge of social work journals from other Latin American countries, membership in non-social work organization, and years of experience in the social work field.

67. DiBARTOLOMEO, Joseph John (Ph. D.). "A DESCRIPTIVE STUDY OF THE PROBLEM DRINKING BEHAVIOR AMONG SPANISH-SPEAKING YOUTH OF PUERTO RICAN HERITAGE." University of Maryland, 1980. 142 pp. Source: DAI, XLII, 2A (August, 1981), 562-A. XUM Order No. 8116468.

The purpose of this investigation was to examine the problem drinking behavior of Spanish-speaking youth of Puerto Rican heritage to propose intervention strategies. This investigator designed a model which was used to define multivariate relationships, and to enhance the interpretation of data. Relationships were examined between problem drinking behavior and acculturation, social class, self-esteem, parent's drinking behavior, and peer sanctions.

The study group consisted of 128 Spanish-speaking youth of Puerto Rican heritage who attended the North Camden Youth Center. These youth volunteered their participation for the completion of anonymous questionnaires. A prerequisite for participation was the signed approval of both the youth and their parents. A consent form was provided separate from the questionnaire.

The analysis of data was carried out through the Computer Science Center on the College Park campus of the University of Maryland. The Statistical Package for the Social Sciences was used for data analysis. Regression procedures were used to examine the hypothesized relationships. The influence of grouping factors was examined with analysis of variance procedures which involved nine separate analysis of covariance steps tested with the Johnson-Neyman Technique. The significance of results was interpreted using the 0.05 level of probability.

The subjects of this investigation resided in the city of Camden, New Jersey, where severe poverty existed in the Spanish-speaking community. These youth were characterized as follows: 67.2 percent were on court probation; 86.7 percent were attending school; and 25.0 percent were presently working. The families of these youth had a median income of \$5,500 per year.

Results showed a significant positive relationship between problem drinking behavior and parent's drinking behavior, and a significant negative relationship between problem drinking behavior and peer sanctions. There were no significant multivariate relationships found in this study. The analysis of grouping factors showed that: males had significantly greater problem drinking behavior scores compared with females; that the problem drinking behavior scores of males were significantly greater than those of females when parent's drinking

behavior was the covariate; and that working males and females had significantly greater problem drinking behavior scores compared with nonworking males and females when peer sanctions were the covariate. The greatest risk for involvement with problem drinking behavior was found for those youth characterized as being: male, working, on probation, perceiving support for drinking from their parent's drinking behavior, and perceiving weak sanctions against drinking from their peers.

Based on these findings, future studies should examine the associations between personal disjunctions, tolerance of deviant behavior by parents, training of self-discipline in the home, and the father's drinking behavior with the problem drinking behavior of Spanish-speaking youth of Puerto Rican heritage. Significant findings could further enhance the development of intervention strategies.

The following intervention strategies were recommended for the reduction of problem drinking behavior among Spanish-speaking youth of Puerto Rican heritage: values clarification to increase the value of academic achievement for youth on probation; self-management skills training for youth on probation; strengthening of peer sanctions against drinking for working females; perceived environmental supports for drinking should be examined in the work setting of employed males. Intervention efforts offered through a community youth center should include peer support groups while providing lifestyle education promoting individual growth. Family therapy should be incorporated as part of intervention strategies for problem drinking behavior.

68. DLOTT, Stephen Paul (Ph. D.). "THE RELATIONSHIP BETWEEN A COMMUNITY BASED PUERTO RICAN STUDIES PROGRAM AND SELF-CONCEPT OF INNER-CITY, PUERTO RICAN, ELEMENTARY SCHOOL CHILDREN." University of Connecticut, 1976. 118 pp. Source: DAI, XXXVII, 9A (March, 1977), 5478-A. XUM Order No. 77-4262

Puerto Rican students have frequently experienced academic problems in mainland schools. Research of

the New York City School Board and the Coleman Report reveal depressed reading and mathematics scores for Puerto Rican students. The literature states that many of the academic problems of Puerto Rican students may be attributable to cultural differences between the Puerto Rican home and the school, and the lack of responsiveness of the school to these differences. Since the literature has established an important relationship between self-concept and achievement, and, since previous studies with other minority groups have shown that ethnic studies programs may enhance self-concept, the purpose of this study was to determine the effects of a Puerto Rican studies program on the self-concept of inner-city, Puerto Rican elementary school children.

A Puerto Rican studies program was devised by the researcher. The appropriateness of the treatment was judged by a community board of six Puerto Rican residents of a nearby Connecticut city and two bilingual resource teachers. The treatment itself was based on a previously successful model developed by Georgeoff with Black students.

The sample was composed of sixteen classrooms from two large Connecticut cities. The experimental treatment was randomly assigned to classrooms. Classrooms receiving the treatment were designated the experimental group while classrooms not receiving the treatment were designated the control group. The experimental group received six units on Puerto Rican history and culture and two Puerto Rican speakers during a three week period. The control group received only the planned curriculum of their teachers and no treatment. At the end of three weeks, both groups were tested on the Piers-Harris Children's Self-Concept Scale to determine the differences in self-concept that may have been due to the treatment. Six weeks after the first posttest, both groups were tested in a second posttest on the Piers-Harris Children's Self-Concept Scale to determine the effects of the treatment over time.

An analysis of the results of the first posttest revealed no significant differences between the experimental and control groups for mean self-concept scores or for any of the six factor scores of the Piers-Harris Children's Self-Concept Scale. Neither city in which the classroom was located, nor whether the classroom was mainstream or bilingual, significantly affected the results. During the second posttest, no significant difference was

discovered between total self-concept scores and the factor scores of the Piers-Harris Children's Self-Concept Scale. A noteworthy discovery was that the total self-concept score and five of the six factor scores of the experimental group declined between the two testings while the total self-concept scores and five of the six factor scores increased during the same time period. As the test manual states that scores tend to increase during retesting, it is possible that the initial gains of the experimental group, although insignificant by measurement of the Piers-Harris Test, may have actually occurred, but these results were eliminated over a six week period. However, the findings were far too weak to draw the conclusion that the treatment affected the self-concept of the students.

The researcher concluded that more research must be undertaken with self-concept studies of Puerto Rican students. Although a three week Puerto Rican studies program did not significantly affect the self-concept of the Puerto Rican student, other research studies with more intensive treatments should be initiated to develop a successful self-concept enhancement program for Puerto Ricans. Self-concept studies with other minority groups, the researcher concluded, are not directly applicable to Puerto Ricans because of cultural and background differences. Curriculum specialists must work to develop programs which accent the uniqueness of the Puerto Rican experience and its unique contribution to American society.

69. DOODY, Leonore Marie Cecily Gutierrez (Ed. D.).

"PERCEIVED LOCUS OF CONTROL, DOGMATISM, AND ACADEMIC DISCIPLINE PREFERENCE OF FEMALE AND MALE GRADUATE STUDENTS OF VARIED RACE." University of Houston, 1980. 390 pp. Source: DAI, XLI, 5B (November, 1980), 1970-B-1971-B. XUM Order No. 8027002.

The proposition that social prescriptions and proscriptions predicated upon race and sex influence perception of locus of control, dogmatism, and academic discipline preference constituted the focus of this study. The major question of the investigation was: Can any intern subset(s) defined by race

or sex be distinguished on the basis of concepts, perceived locus of control, dogmatism, and academic discipline choice?

The population of this study was drawn from interns in the Teacher Corps program, a two-year preparation experience leading to teacher certification and a master's degree. Its 264 members were from projects in 39 states, the District of Columbia, Guam, and Puerto Rico. Constituting the sample were 224 American participants of both sexes and the Afro, Asian, Hispanic, Native, and White races.

Scores on both perceived locus of control and dogmatism variables were obtained from the Opinion Scale, developed by Kleiber, Veldman, and Menaker (1973) after Rotter (1966) and Rokeach (1956). The disciplines specified were mathematics/science, liberal arts, engineering, education and business.

To address specified allegations of race- and sex-based differences, six manifolds were examined: sets of subsamples based upon (a) race, (b) sex, (c) race partitioned by sex, (d) the presence or absence of Whiteness, (e) the interaction of sex with the White/non-White category, and (f) a priori attribution, contingent upon race and sex, of the degree of power that a person potentially wielded in society. The three categories of the last-named partition were non-White females; non-White males and White females; and White males. Tests used in the analysis of data included univariate ANOVA, discriminant analysis, and canonical correlation analysis.

Major conclusions reached were these: (1) When differences in dogmatism, locus of control, and discipline choice were examined by race and sex, race, per se, was almost 20 times as powerful a determiner as sex. Within races, being White made the greatest difference on these characteristics. (2) Caucasian and Hispanic participants perceived less external control than Black participants. (3) Caucasians were less dogmatic than Hispanics or Blacks. (4) Caucasian males were least dogmatic, non-Caucasian males and Caucasian females when combined were next, and non-Caucasian females, most dogmatic. (5) Males were more likely than females to select mathematics/sciences. (6) Blacks were more interested in mathematics/science than Caucasians. Black males showed a considerably greater predilection for mathematics/science than Black females, Caucasian females, or Caucasian males.

(7) Blacks and Caucasians exhibited a greater preference for liberal arts than Native Americans. (8) Hispanics differed in general from Native Americans on discipline preference. Hispanics had a greater preference for liberal arts and math/science; lesser, for business and education. (9) When two characteristics were simultaneously considered, Black males were more dogmatic and selected math/science more often than Hispanic females or males. (10) When two characteristics were simultaneously considered, male Hispanics were more dogmatic and perceived more external control than Caucasian males. The male Hispanics were more dogmatic but perceived less external control than Caucasian females. (11) When two characteristics were simultaneously considered, non-Caucasian females perceived more external control and chose math/science less frequently than non-Caucasian males. Non-Caucasian females differed in general from non-Caucasian males on discipline preference; females tended to choose liberal arts, business, and education more frequently than males.

70. DUCA, Robert Anthony (Ph. D.). "THE PUERTO RICAN NATIONAL IDENTITY IN THE ESSAYS OF MIGUEL MELÉNDEZ MUÑOZ." Pennsylvania State University, 1976. 237 pp. Source: DAI, XXXVII, 7A (January, 1977), 4389-A. XUM Order No. 76-29,630.

Miguel Meléndez Muñoz (1884-1966) contributed extensively to the literature of Puerto Rico in this century (1902-1963). Though primarily a journalist, he also wrote many artículos de costumbres, short stories and a novel. The impact of his prose on the youth of Puerto Rico cannot be underestimated, for his novel Yuyo and his Cuentos del Cedro are required reading in the insular junior high schools today.

The vast number of pieces Meléndez wrote deal with a wide variety of Puerto Rican themes: history and customs, the social and economic struggle of the Island, political life, education and bilingualism, the search in the Puerto Rican peasant's or jibaro's character for the roots of a national identity, an examination of the national literature, and commentary on native and foreign writers. Throughout

these writings, the theme of the national character predominates.

This thesis attempts to trace the Puerto Rican identity as Meléndez perceived it, from literary motif during the Island's Golden Age of Literature (1850-1900), to the present concept of national ethos (jibaridad) or the characteristics of "yesterday's peasant" as embodied to some degree in every Islander. In addition, it is hoped the reader will better understand the relationship of Puerto Rican national literature to that of other Spanish-speaking countries, as well as to the world of letters in general. In my research I have relied mainly on Meléndez's Obras completas, the collection of newspaper articles found in the Sala Miguel Meléndez Muñoz of the University of Puerto Rico in Cayey, and unpublished biographical notes given me by the Meléndez family. Principal chapters deal with Meléndez's foundations of the jibaro character and its persistence through the decades of transculturation (1898-1963).

Though his career began during the era when a number of Spanish-American thinkers began to examine their national identities in terms of general populations, Meléndez focuses on the individual character in attempting to define the national ethos, as later twentieth-century essayists have done. The uneducated jibaro or national paragon which emerges from Meléndez's pages is predominantly Spanish, much like the rural inhabitant of other backward areas of colonial America. A product of the tropics, his language tendencies, customs, and other external features bear the mark of a rural, isolated existence. However, from his Spanish forebears, he has inherited those characteristics of the Spanish pícaro which enable him to endure any hardship. In addition, the jibaro retains a sense of honor, a patrimony left to him by the Spanish caballero.

Though his culture is a loose collection of Iberian regional customs and manners, their continuity in the uneducated jibaro's life is surprising. In juxtaposition, these traditions give the appearance of a Spanish heritage.

Out of concern for the illiterate Islander, Meléndez proposes a system of educational values which will revolutionize Puerto Rican society and make this pariah of insular life a complete citizen. The jibaro's participation in past events shows that

he has rightly earned a place in society. Meléndez's suggestions for the peaceful evolution of Puerto Rico are only partly dependent upon the eventual political solution of statehood, permanent commonwealth status, or independence. Meléndez leaves unresolved the question of up to what point Puerto Rico can permit the assimilation of North American political and social institutions in order to improve the quality of life on the Island and still maintain a true national identity. His concept of society in many ways parallels the ideas of Rodó, who believed in the equilibrium of spiritual and material ideals. Yet Meléndez is more pragmatic than Rodó in that he offers sound educational and economic solutions to social and cultural problems. He also appreciates the grass roots of democracy and upholds the principles of Jefferson and Lincoln. Like Sarmiento, he believes in the value of women in education, but unlike him, he hopes to maintain the Mediterranean heritage of love of art and Christian charity.

Meléndez was willing to adopt moderate views for the sake of national unity. His value lies in the fact that he gave his compatriots a model to follow in the turbulent years after the North American takeover. Through the years that brought changes resulting from economic depression, two World Wars, and relative prosperity, Meléndez never lost faith in the ability of the Puerto Rican to modify his character and imitate others for the sake of economic improvement, yet never completely lose his identity.

71. DURAN, Daniel Flores (Ph. D.). "LATINO COMMUNICATION PATTERNS: AN INVESTIGATION OF MEDIA USE AND ORGANIZATIONAL ACTIVITY AMONG MEXICAN, CUBAN, AND PUERTO RICAN RESIDENTS OF CHICAGO." University of Wisconsin-Madison, 1977. 526 pp. Source: DAI, XXXVIII, 11A (May, 1978), 6372-A. XUM Order No. 7800011.

Limited knowledge of communication patterns in the Latino population and of the contexts suitable for service to this group has limited the significance of U. S. public libraries' service to Latino needs. This exploratory study gathered data on the

communication behavior, resource utilization, and organizational activity of Mexican, Cuban, and Puerto Rican residents of Chicago, Illinois. Two sets of hypotheses were tested to discover relationships between Latino participation in formal voluntary associations and use of informational media resources, and between Latino interpersonal communication and use of primary group resources and information agencies.

A stratified cluster probability sample was used to select 400 Latinos who were interviewed by trained bilingual interviewers using a structured schedule. Data were gathered on demographic characteristics, patterns of language use, extent of reading activity, use of the mass media, friendship networks, culture orientation, organizational activity, and use of formal agencies, including the public library. Descriptive and analytical profiles presenting the communication patterns for each of the three groups were developed and compared, controlling for several demographic factors. The hypotheses were analyzed by use of indices. Chi-square and simple correlation coefficient procedures were applied to the hypotheses and profile comparisons with a significance level ($p \leq .01$).

The data support the hypothesis that there is a positive and significant association between organizational activity and the two communication patterns of reading activity and public library use; no significant relationship between organizational activity and the use of the mass media was found. In the second set of hypotheses, the data indicate that Latinos would turn more frequently to fellow Latinos than to non-Latinos for help in the three hypothetical problem areas. The corollary hypothesis that Latinos will more frequently identify primary group resources over formal sources of information is not supported by the data.

Two important elements in the profile of Latino communication behavior were found: the predominant use of Spanish language for personal, mass media, and reading activity common to each of the three groups; 50% sample participation in English as a Second Language and other Adult Education programs, with high correlation between such activity and use of the public library. Thirty-five percent of the sample reported organizational memberships, primarily in religious associations and unions. Frequent communication with relatives and friends was reported by each group, and such communication was not significantly reduced by increasing

urbanization or geographical distance within Chicago.

Major implications for library service based on this study include: public library contact with the unaffiliated who rely on local resources; development of material collections that represent the local Spanish language orientation of Latino neighborhoods; integration with neighborhood networks of Latino groups and individuals; and necessity for Latino professional library staff who share the cultural background and language skills of the Latino public.

The wealth of data gathered in this study awaits more detailed analysis by library researchers and those of related disciplines. Replications of this study in other Latino areas are also recommended.

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72. EARLEY, Brian Francis (Ph. D.). "PUERTO RICANS IN THE NEW YORK CITY LABOR MARKET, 1970: A STRUCTURAL ANALYSIS." Fordham University, 1980. 376 pp. Source: DAI, XLI, 3A (September, 1980), 1228-A. XUM Order No. 8020058.

As a result of migration, about one-third of the total Puerto Rican population in 1970 lived in the continental United States. In recognition of this massive movement, a significant amount of social research centering upon the Puerto Rican mainland population has been undertaken in recent decades. These research efforts have systematically revealed the existence of pervasive socioeconomic differentials between the subordinate Puerto Rican population and the non-Puerto Rican population in the continental United States.

The present research takes the position that the Puerto Rican migration to the United States is analogous in many respects to European labor migrations. Thus, the socioeconomic position of the Puerto Rican population in the New York labor market can be understood in terms of the structure of the labor market and its connection with the

demand for low-skill labor within the competitive sector of the industrial structure.

The present study utilizes a set of special tabulations of the 1970 Census produced by the United States Bureau of the Census from the Basic Record Files for the total and Puerto Rican populations as its data source. These tabulations were specifically designed to describe the socio-demographic and labor force characteristics of Recent and Early Migrants, and to differentiate among persons of Puerto Rican Birth and those of Puerto Rican Parentage. The specific group under study is Puerto Rican men 25-to-44 years of age living in New York City in 1970.

An examination of the general socioeconomic characteristics of Puerto Rican men was carried out. It was observed that the Puerto Rican populations were younger, had lower school enrollment, lower educational attainment, lower labor force participation, higher unemployment, and lower income than did the total population. These men were also found to be concentrated in the low-status, low-skill occupations within low-skill industries, having earnings inferior to those of the total population. These characteristics were similar to those of European labor migrants, and as such, were attributed to much the same structural situation--namely, employment within the declining and dead-end portions of job structure.

An occupation-industry map of the New York labor market was operationalized into high- and low-wage sectors through the application of an annual median earnings criterion. This was done to ascertain whether there existed a relationship between duration of residence in the continental United States and the extent to which the labor force activity of the Puerto Rican populations was located within the high-wage or low-wage sectors of the market. It was observed that Puerto Rican men were overrepresented within the low-wage sector of the labor market and that this representation was not affected by the duration of residence of the Puerto Rican born men.

This differential location within the low-wage sector, combined with research which indicates differential returns to human capital variables within the peripheral sector, provide a logical explanation for the subordinate economic position of New York Puerto Ricans.

Puerto Rican migrants were thus seen to be functioning as 'labor-input' within the commodity-chain which was developed between the United States and Puerto Rico. From this viewpoint, their economic position in the New York City labor market can best be interpreted with an awareness of the initial character of the Puerto Rican migration as a response to a sector specific demand for low-skill labor, the historically diverging work environments of the industrial sectors, the movement of low-skill demand out of the northeastern region of the United States, and the individual characteristics of the migrants.

73. ECHEVARRIA, Santos de Perez (Ph. D.). "A STUDY OF INSERVICE TRAINING NEEDS OF TEACHERS AS PERCEIVED BY TEACHERS AND PRINCIPALS OF THE ELEMENTARY SCHOOLS OF PUERTO RICO." University of Connecticut, 1981. 132 pp. Source: DAI, XLII, 3A (September, 1981), 1105-A-1106-A. XUM Order No. 8117599.

This study examined some of the issues and practices surrounding inservice education and focused particularly upon the perceptions of those most involved in the conduct of inservice training programs, the classroom teachers, and the school principals. The study was conducted to determine differences and/or agreement between elementary school teachers' and principals' perceptions of teachers' inservice training needs based on the following demographic variables: sex, age, academic preparation, administrative experience and grade level.

The study further serves as a basis for establishing a framework of understanding for better administrative planning of inservice training programs at the district and central level of the educational system of Puerto Rico, under the assumption that improved planning can result from taking such factors into consideration.

In order to probe elementary school teachers' and principals' perceptions of teachers' inservice training needs, 283 teachers and 28 school principals from 28 rural and urban elementary schools

were contacted. Teachers and principals were asked to respond to the Teacher Needs Assessment Survey, the investigative instrument used, developed by Gary Ingersoll at the University of Indiana. The instrument has construct and content validity as well as a high (.95) reliability. It is based upon the following categories: (1) Assessing and evaluating student behavior; (2) Planning instruction; (3) Conducting and implementing instruction; (4) Performing administrative duties; (5) Communicating and interacting; (6) Developing personal skills; (7) Developing pupil self.

The data were tested with a series of independent t-tests and one-way analysis of variance tests.

The findings in the study revealed that: (1) There are significant differences between Puerto Rican elementary school teachers' and principals' perceptions of teachers' inservice training needs; and that these differences are perceived with greater intensity by principals with respect to teachers' necessity for training in the seven categories of the Teacher Needs Assessment Survey. (2) It was found that teachers and principals agree on the order of importance of the seven categories, although principals rated them higher. Teachers and principals considered Category 2--Planning instruction, the area of primary concern. This is followed by a perceived need of teachers and principals for teachers' further training in Category 3--Conducting and implementing instruction. (3) Significant differences were found at the .05 level of significance in elementary school teachers' perceptions of needs when grouped by sex, age, grade level and level of years of academic experience in several of the categories. No significant differences were found in teachers' perceptions of their needs according to academic preparation. (4) No significant differences were found at the .05 level of significance in elementary school principals' perceptions of teachers' needs when grouped by sex, age, and administrative experience.

The findings of this study lead to the following recommendations for principals and personnel charged with the responsibility of the organization of inservice training programs. (1) A needs assessment procedure should be carefully established before an inservice training program is formally adopted. (2) It seems that if teachers are

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included in the planning and development of an inservice training program, they are more likely to have greater personal interest in the program.

(3) Planning instruction should be further assessed to identify more specific inservice needs of teachers in this category. (4) A survey of community perceptions of teachers' needs for inservice training in the seven categories should be considered. (5) Further evaluation of current inservice training programs should be done to see if they are meeting teachers' and principals' perceived needs.

74. ECHEVARRÍA-HERNANDEZ, Aurea (Ph. D.). "STUDY OF THE DEVELOPMENT OF THE PUERTO RICAN CULTURAL IDENTITY." University of Illinois at Urbana-Champaign, 1976. 155 pp. Source: DAI, XXXVII, 5A (November, 1976), 2767-A. XUM Order No. 76-24,101.

This dissertation represents a phenomenological analysis of the concept of Puerto Rican cultural identity.

The body of the thesis is in Spanish and consists of five chapters and includes an appended summary, in English, of the dissertation. In chapter one, the concept of identity and self-evaluation and culture are analyzed. Chapter two studies the ethno-historical perspective of the Puerto Rican culture where we briefly cover the peaks of the four hundred years of Hispanic colonization and genesis of the ideas of Puerto Rican self-evaluation and self-realization. In chapter three, we study the influence of the Anglo-American culture in Puerto Rico and particularly its pedagogical approach. We study also the outcomes of fifty years of bilingual education. Chapter four studies the Puerto Rican literature as a social diagnosis and as a rescuer of the Puerto Rican cultural identity blueprint. Chapter five presents the recapitulation, conclusion and evaluation of the concept of Puerto Rican cultural identity.

75. FIGLER, Clare Spector (Ed. D.). "A COMPARATIVE STUDY OF PUERTO RICAN FAMILIES WITH AND WITHOUT HANDICAPPED CHILDREN." University of Massachusetts, 1979. 223 pp. Source: DAI, XL, 12A, Part 1 (June, 1980), 6228-A-6229-A. XUM Order No. 8012602.

Utilizing a family system's approach, this study compares two groups of mainland-based Puerto Rican families. A model linking the personal-, family-, and community-level systems is presented.

The study is an ex post facto survey which investigates the relative magnitude of stress and support which exists in Hispanic families whose children have identified handicaps (Handicapped Group) and Hispanic families whose children do not have handicaps (Non-Handicapped Group).

The sample is composed of 28 families, fourteen of whom have children with identified educational, behavioral, or physical needs; these families are considered to be "handicapped." Fourteen families have children who do not have identified special educational needs. All families are Hispanic (predominantly Puerto Rican), and live in a Northeast urban area.

A semi-structured interview was employed and conducted in Spanish. Families were selected through community and school contacts.

The hypotheses proposed and the results obtained are the following:

Hypothesis 1: Families with handicapped children will have more stresses than families with children who do not have handicaps. This hypothesis was supported.

Hypothesis 2: Families with handicapped children will have different stresses than families whose children do not have handicaps. This hypothesis was partially supported: families in the Handicapped Group reported different stresses

than were reported by families in the Non-Handicapped Group. However, families from both groups "shared" many areas of stress.

Hypothesis 3: Families with severely handicapped children will experience more stresses than families with mildly handicapped or non-handicapped children. This hypothesis was partially supported. It was found that the severity of a child's handicap was not always correlated with a high level of stress. Some families with severely handicapped children reported less stress than did some families with mildly handicapped children. Also, certain families whose children did not have handicaps experienced much stress.

Hypothesis 4: Families of children who do not have handicaps will use more internal resources (personal-level and family-level) than external (community-level) resources.

Hypothesis 5: Families with handicapped children will use more external resources than families with children who do not have handicaps.

76. FIGUEROA, John Emanuel (Ed. D.). "AN ANALYSIS OF THE ACADEMIC AND SOCIAL ADAPTATIONS OF PUERTO RICANS TO THE HARVARD-RADCLIFFE LEARNING ENVIRONMENT." Harvard University, 1980. 143 pp. Source: DAI, XLI, 8A (February, 1981), 3466-A-3467-A. XUM Order No. 8100346.

This analytic paper is an enlargement and further exploration of the questions first raised in my initial investigation of Harvard-Radcliffe Puerto Ricans conducted during the 1978-79 academic year. The underlying goal of the investigation was to enhance the present knowledge and understanding about a small group of college-matriculated Puerto Ricans. Specifically, the study was concerned with the identification of factors that may bear on their educational achievement in a learning environment such as Harvard-Radcliffe.

The primary motivation for the study was the conspicuous dearth of research specifically about Puerto Ricans in higher education. My study was not a test of specific hypotheses but rather a

descriptive analysis of the ethnographic and statistical information heretofore unavailable about this population.

The initial findings underscored the possibility that the success characteristics of this group may be deeply rooted in the social, economic, and cultural status of their parents and home communities. The study uncovered some significant characteristics about this group that did not match the stereotypical information many individuals carry in their heads about this population. For instance, the stereotype of the Puerto Rican student as an under-achiever was challenged by the Puerto Ricans at Harvard-Radcliffe. Overall, what emerged most clearly from the study was a picture of the great diversity that exists among students at Harvard-Radcliffe. It was not the intent of the initial investigation to make interpretations of the data collected but rather present a factual accounting of the findings in general terms. Guided by these general findings, a reexamination of the data was conducted to ascertain how the various "parts" of this population came together to form the "whole" referred to throughout the study as the Harvard-Radcliffe Puerto Rican community. A new set of study questions was explored. Collectively they tried to get at the heart of what it was really like academically and socially for these students. This entailed an exploration of the differences and similarities of this population of students in terms of (a) their geographic background (Island/Mainland); (b) their parents' socio-economic status (affluent/poor); (c) the students' sex category (male/female); and (d) whether or not they attended a public, private or parochial school.

After an exploration of the differences and similarities of these students, the study then proceeds to a discussion of some general observations and the implications for institutions of higher education.

The author stresses that the implications that may flow from the findings perforce must be viewed as suggestive rather than as definitive due to the small size of the Puerto Rican population studied ($n = 41$). There was no bigger sample of Puerto Ricans at Harvard-Radcliffe.

The author further stresses that educationally and economically the students at Harvard-Radcliffe

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and their parents are atypical of the Puerto Rican population at large. Thus, they belie the educational and economic plight faced by an overwhelming majority of Puerto Ricans in the population at large.

The important role colleges and universities play in determining the form and shape of this leadership is characterized as a partnership in the development of a cadre of future leaders and policy-makers for society. The inherent responsibilities that go with this partnership compact, the achievement of diversity and the prerequisite conditions for its healthy existence on college campuses are examined, focusing on three important areas. The three areas that receive focus are: admissions/recruitment/financial aid; student support services; and curricular and extracurricular offerings. The implications for institutions in these three principal areas are articulated and an overall case is made for the admission of a greater diversity of Puerto Ricans and a closer examination of the incremental growth and nature of Puerto Rican populations on college campuses.

77. FIGUEROA DE GUEVARA, Gloria Maria (Ed. D.).

"FRUSTRATION AMONG NON-PROMOTED PUERTO RICAN
ELEMENTARY SCHOOL CHILDREN." University of
Massachusetts, 1977. 718 pp. Source: DAI,
XXXVIII, 8A (February, 1978), 4577-A. XUM
Order No. 7730551.

This dissertation concerns whether or not a non-promoted elementary student in Puerto Rico will also be frustrated. "Frustration" has been defined as "when a person reports orally or in writing that there is no effective way to accomplish his/her dominant desires or purposes." Dominant purposes are those purposes the person selects as the top five priorities.

The proposition tested in the study was stated as: Any Puerto Rican student enrolled in a public elementary school in Puerto Rico, in any grade from second to sixth, who has been retained in the school years 1975 or 1976 for reasons other than being considered as having learning disabilities, as defined by Title VI, ESEA 91-230 Law, or being

identified as a mentally retarded child by a psychologist or psychometrician, will score 65 or higher on the Guevara Instrument for Measuring Frustration.

Frustration among Puerto Rican elementary school children has not been formally studied. No instrument has been designed for measuring frustration in Puerto Rican students at any educational level; research done on this topic would certainly be considered new knowledge.

Specialists in the field of psychology and psychiatry are agreed on the direct role of frustration in deviant behavior. Prolonged frustration is known to lead to neurosis.

In Puerto Rico over 31,000 elementary school children fail in school each year. If there is a relationship between failure in school and frustration, the implication is that the school system might be causing serious psychological damage to its students.

The Guevara Instrument for Measuring Frustration was designed for this study. It covers three critical areas: 1) determination of what the subject's most important purposes are, as related to school setting, 2) prioritization of the subject's goals in terms of importance to him/her, 3) determination of the subject's solutions for his/her goals. The instrument was field tested six times.

The Hutchinson Generation of Knowledge Methodology was used as the research approach. The Fails Once Test Mode of the Methodology was used attempting to prove the proposition under study to be false. There was the need to find one student who had failed in school year 1975 or 1976, and who would score below 65 on the Guevara Instrument, even after being retained. Some of the characteristics that, in the researcher's opinion, would identify a student least likely to be frustrated were: being a native Puerto Rican, non-promoted in school year 1975 or 1976, having no learning disabilities, without mental retardation problems, male, white, from low socio-economic level, having siblings, with no legal problems or cases pending in court, and from a class in which he was not the sole retaineer.

An adequate subject was found and administered

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the Guevara Instrument. He scored 94.0. The proposition, therefore, was not proven to be false. This demonstration did not establish that the proposition is true, but gave enough evidence for planning additional research which might establish the accuracy of it. Some exploratory research studies were planned and conducted for this purpose. They were based on all the variables considered for the Falls Once Test, but taken one at a time or in combination. Fourteen exploratory studies were conducted. After the completion of all of them the proposition has not yet proven to be false.

The next phase of research should be an Always Happens Test, to exhaust as many possibilities as can be studied. Also needed is a test of the instrument with students who had not failed, to check the possibility that anyone will score 65 or higher on it.

78. FIGUEROA-TORRES, Juan (Ph. D.). "STRUCTURED LEARNING THERAPY: ITS EFFECT UPON SELF-CONTROL OF AGGRESSIVE FATHERS FROM PUERTO RICAN LOW SOCIOECONOMIC FAMILIES." Syracuse University, 1978. 174 pp. Source: DAI, XXXIX, 6A (December, 1978), 3370-A-3371-A. XUM Order No. 7823559.

Recent psychological and sociological literature has emphasized the incidence and impact of aggression within families. The family environment has been exposed as a locale for more violence than had been supposed before. Furthermore, it has been contended that wife and child abuse are equally important as signs of a breakdown in the family system of handling conflicts. Both represent the most critical symptoms of a deteriorating home atmosphere. Related literature has dealt with cultural support of violence. The findings in this area suggest that in lower social strata aggression is more prevalent since there it is not defined as deviant and is an approved method of handling conflicts.

This study investigated the role of self-control as a prosocial alternative to aggression within a group of aggressive fathers. Following the skills training approach to treatment, self-

control was taught with Structured Learning Therapy (SLT) as the training tool. The training included audiotape modeling displays, in vivo role playing, and feedback with social reinforcement. Training took place in the schools where the abused children of these fathers were attending.

The 60 fathers, who voluntarily participated as subjects for this study, had children attending three elementary public schools in the metropolitan area, San Juan, Puerto Rico. Trainees attended three Structured Learning sessions, lasting two hours each, spread over a three-week period.

The design of the study utilized experimental and control group comparisons on an analysis of variance pre-post-followup assessments. The data were analyzed using a split-plot analysis of variance.

The effectiveness of self-control training was measured by the results obtained from subjects on several instruments that served as indices of aggression in this study. The results indicate that subjects in the experimental (SLT) group demonstrated reduced aggression after treatment (on three of the six dependent variables) whereas those in the control (NSLT) group did not do so. Initial group differences in two of the instruments precluded any interpretations based on the findings from those instruments.

The implications for future training methods with this particular population and the combination of different programs involving community action were explored.

79. FISHBEIN, Ronald Lloyd (Ph. D.). "AN INVESTIGATION OF THE FAIRNESS OF THE ITEMS OF A TEST BATTERY." Florida State University, 1974. 86 pp. Source: DAI, XXXV, 5A (November, 1974), 2766-A-2767-A. XUM Order No. 74-25,450.

The major purpose of this study was to develop a procedure for detecting items which are unfair for particular ethnic groups, and to utilize this procedure to evaluate the fairness of reading, mathematics, occupational information, criterion referenced essential reading skills, and criterion

referenced essential mathematics skills test items. However, methodological problems were encountered which made the assessment of criterion referenced test items inappropriate. An item was considered biased against a group compared with another group if the item manifested an Item X Group interaction. This definition of bias should not necessarily be equated with the term "cultural bias." An item may be fair according to an interaction definition, but may or may not be culturally biased. This study also attempted to determine whether reading, mathematics, and occupational information test items are less biased for white and black examinees whose achievement levels are equated statistically than for the same examinees if their achievement levels are not equated statistically.

Method

Samples

The samples for this study were chosen from the 1973 data of the Florida State-Wide Eighth Grade Testing Program (FSWEGTP). The groups considered in this study were (1) White Caucasians, (2) Black Afro-Americans, (3) American Indians, (4) Orientals, (5) Puerto Rican Americans, (6) Cuban Americans, (7) Males, (8) Females, (9) Rural examinees, and (10) Urban examinees.

Procedures

The following statistical procedure was employed to determine whether the test items manifested bias. Let $\bar{\pi}_{ijm}$ = the population p value of the i th test for the j th group on the m th item, $\bar{\pi}_{ij}$ = the average population p value on the i th test for the j th group, and Δ = the difference between $\bar{\pi}_{ij}$'s for two groups. The null hypothesis of Δ difference between the population p values of two groups on a given item was tested by forming a confidence interval for the population difference. This is the usual confidence interval for the difference between independent proportions. If the confidence interval did not include Δ , then the null hypothesis was rejected.

A one-way nonstandard (homogeneity of regression not assumed) analysis of covariance (ANCOVA) was employed to determine whether test items are less biased for white and black examinees whose achievement levels had been equated statistically

than for the same examinees if their achievement levels had not been equated statistically. The equality of the population means was tested at a low, a medium, and a high point on the covariable continuum.

Results and Conclusions

The major finding of this study was that there were few biased items on the Reading, Mathematics, and Occupational Information tests of the FSWEPT when an item was defined as biased if it manifested an item X Group interaction. The percentages of biased comparisons were the following: Reading 3.68, Mathematics 1.97, and Occupational Information 1.58. It was also concluded that test items are usually less biased for white and black examinees whose achievement levels are equated statistically than for the same examinees if their achievement levels are not equated statistically.

80. FLORES, Rubén (Ed. D.). "A DESCRIPTION OF THE CLASSROOM VERBAL AND NON-VERBAL BEHAVIOR OF A SELECTED GROUP OF JUNIOR HIGH SCHOOL SCIENCE TEACHERS IN PUERTO RICO." Temple University, 1976. 192 pp. Source: DAI, XXXVII, 4A (October, 1976), 2094-A. XUM Order No. 76-22,040.

The purpose of this study was to describe the verbal and non-verbal behavior of a sample of junior high school science teachers in Puerto Rico, in order to determine the extent to which their behavior in the classroom matches those behaviors implied by the philosophy of the Intermediate Science Curriculum Study program (ISCS).

The population studied was twenty junior high school science teachers from thirteen school districts in Puerto Rico. Ten teachers were representative of urban communities, and ten of rural communities.

A questionnaire was submitted to the population to obtain information related to the research questions: (1) Is there a significant relationship between experience in teaching science in junior

high schools and the teachers' classroom behavior? (2) Is there a significant relationship between the teachers' academic preparation and his/her classroom behavior? (3) Do the teachers working in rural schools behave differently from teachers working in urban schools? (4) Do the teachers show a significant difference in classroom behavior when grouped by sex? (5) Do the teachers show a significant difference in classroom behavior when grouped by age? (6) Are the teachers' classroom behaviors compatible with the ISCS instructional and/or logistical teaching mode?

Five class periods for each teacher were observed and recorded using a cassette tape recorder and anecdotal notes. During the observation periods the frequency of specific student and teacher behaviors, described on the Science Teacher Behavior Inventory (STBI), were codified at five second intervals.

The results of the observed classroom behaviors were analyzed in terms of direct and indirect teachers' behavior. The findings were statistically analyzed using Friedman two-way analysis of variance, Mann Whitney U-Test, and percentages of frequencies of behavior per category of the STBI.

The findings indicate that regardless of experience (five years or less--six years or more), sex, age (thirty or less--thirty-one or more), academic preparation (science major--non-science major), area of work (rural--urban), the teachers of this study tended to behave in a similar fashion. It is concluded that the classroom behaviors of the population studied were neither consistent with the instructional nor the logistical behaviors proposed by the ISCS.

Several implications were drawn from these results for the Department of Education and institutions of higher education in Puerto Rico: (1) An inservice training program for junior high school science teachers should be developed. This program should emphasize the processes of science in both methodology and science content courses; (2) Allocation of sufficient funds for consumable material should be made; and (3) The creation of regional distributing centers for science materials and equipment by the Department of Education should be considered. One final recommendation is made based upon the investigator professional experience: the period of supervised teaching should be

extended for no less than two semesters. This could include practice teaching and an initial inservice internship.

81. FRANCO, Ralph A. (Ph. D.). "THE INFLUENCE OF THE PUERTO RICAN FAMILY ON ITS MALE COLLEGE-BOUND YOUTHS IN CAMDEN, NEW JERSEY." Pennsylvania State University, 1975. 223 pp. Source: DAI, XXXVI, 9A (March, 1976), 6337-A-6338-A. XUM Order No. 76-6487.

Statement of the Problem

Puerto Rican youths make up a dismal minority among students attending institutions of higher education on the mainland United States. This is true even when considering the percentage of Puerto Ricans among other minority groups in attendance. There is a slow growing trend in the recruitment efforts among the college age Puerto Ricans and more of them are attending college. However, the process is so slow that a large number of young Puerto Rican minds are being wasted due to lack of motivation and favorable conditions to obtain a formal education.

The process of education will have to effectively serve the Puerto Ricans if they are to become achievers in the North American society. The family, as the heart of every culture and the major influence in the process of socialization, must give its young people the strength to overcome the outside negative factors that have impaired rather than helped the situation. The influence of the Puerto Rican family upon its college age youth is an area that has not heretofore been explored.

Research Procedures

The setting for this study was a single community. A number of families and individuals of different backgrounds, but all of Puerto Rican ethnicity, were interviewed, observed, and aided in solving social problems when necessary to collect some of the data previously presented. Four families were chosen out of the larger sample. These were the main source of observation that

provided the large amount of the data used in this study. Several criteria were used to select the field study sample. The city of Camden, New Jersey, was chosen as an appropriate location.

The specific role selected for this field research was that of the participant observer. The researcher held group membership in the ethnic group observed. The role of participant observer was achieved after many months of meetings and participation in community group activities in the city of Camden. Some of this participation was in the field of politics, social work, teaching and religious work.

The Puerto Rican family unit was the primary focus of observation. An important assumption of this study was the belief that the family influences its male college age youths in their decision to enter institutions of higher education. This influence manifests itself through innate characteristics of the Puerto Rican family. These characteristics were identified as: Machismo, dignity, religious membership, the problem of color, docility, and cultural identity.

Seven assumptions based on the characteristics previously identified served as the theoretical framework for this study. As each assumption was considered, others emerged, thus guiding the researcher in further data gathering and analysis. The assumptions considered in this study were not tested but rather explained by the data generated by the research method.

Findings and Conclusions

The field data indicated that when the Puerto Rican family comes to the Camden area from the Island, it is confronted with many problems it must struggle to overcome. The most formidable of all is the economic problem. Many find that the lack of employment and poverty level they sought to escape from the Island is by no means different here. The second most serious problem for the Puerto Rican family is probably the handicap of communication with other social institutions due to the language barrier. It must depend on agencies in the community to help it to understand how to deal with these institutions that have been developed by the American system and that deal differently with the individual than expected by the newcomers. While these developments take

place, a very small number of its sons make it to institutions of higher education.

82. FREUNDLICH, Joyce Y. (Ed. D.). "THE IMAGE OF THE PUERTO RICAN IN ETHNIC LITERATURE FOR YOUNG ADULTS: A CROSS-CULTURAL PERSPECTIVE." Rutgers University, 1980. 252 pp. Source: DAI, XLI, 4A (October, 1980), 1456-A. XUM Order No. 8023596.

The premise of this study is that ethnic literature provides the intellectual basis for social sensitivity and self-awareness. This study sought to assess the image of the Puerto Rican in young adult literature written in English between 1950 to 1980.

Procedures. Four Puerto Rican and four non-Puerto Rican reviewers were trained to holistically evaluate 10 books randomly selected from a sample of 55. They used a survey instrument designed to answer the following questions: (1) To what extent is the image of the Puerto Rican portrayed in a positive or negative manner? (2) What is the relationship between the author's ethnic background and the positive or negative portrayal of the principal character? (3) To what extent do these books portray Puerto Rican culture as defined by prior studies of cultural anthropologists? (4) And, what are the major characteristics of Puerto Ricans as portrayed in contemporary young adult literature?

A holistic approach proved to be a valid procedure for training reviewers to evaluate ethnic literature because it produced an acceptable level of inter-reviewer reliability. Inter-reviewer reliability was verified by evidence of a decreasing variability of reviewers' ratings after eight training sessions. In addition to the quantitative data substantiating the effects of reviewer training, qualitative data were also obtained by tape recording the reviewers' responses. A consequence of this training was the enhancement of cross-cultural perspectives and understanding among the reviewers.

Findings. This study revealed that the negative

image of the Puerto Rican protagonist in young adult literature prevails. One hundred percent of the books described characters of low socioeconomic status and 79% of the settings took place in the barrio. Family life was barren as indicated by 70% of single-parent homes. Male-female roles were rigid, with over 51% of women portrayed as housewives or domestic workers and 48% of men in unskilled occupations. Educational aspirations and levels were negligible with 66% of the characters possessing only elementary education or less.

Despite the intensive training they received, the reviewers in this study did not agree on all aspects of the Puerto Rican image. Non-Puerto Rican reviewers tended to rate all portrayals higher than Puerto Rican reviewers, especially along the physical and intellectual dimensions of the image scale. Conversely, Puerto Rican reviewers tended to be more critical of all the books and immune to the author's positive portrayals of physical and intellectual features.

There was no statistically significant difference between the ratings of books by Puerto Rican authors versus non-Puerto Rican authors. The best book, according to the reviewers' subjective judgment, was written by a non-Puerto Rican.

Significant differences appeared in the perception of cultural characteristics of the two groups for the following factors: (1) Responsibility for one's destiny, (2) interpersonal relationships, (3) child-rearing practices.

In addition, the two groups differed significantly in their perceptions of the following characteristics of the protagonist: (1) Philosophical orientation, (2) attitude toward conflict, (3) language, (4) author's perspective.

Conclusions. (1) A holistic approach is a valid procedure for training reviewers to evaluate ethnic literature. (2) The Puerto Rican is portrayed in a negative manner in young adult literature written between 1950 and 1980. (3) Non-Puerto Rican reviewers tend to overcompensate in their assessment of physical and intellectual aspects of the image of the Puerto Rican. (4) Puerto Rican reviewers tend to be more critical than other reviewers in their assessment of the image of the Puerto Rican. (5) There is no statistically significant difference between the image

of the Puerto Rican in books by Puerto Rican authors versus books by non-Puerto Rican authors. (6) There is inconclusive evidence that the portrayal of cultural characteristics in young adult literature substantiates the findings of cultural anthropologists. (7) Puerto Rican and non-Puerto Rican reviewers perceive salient features of the literature in a significantly different manner.

83. FUENTES, Gladys Dávila de (Ed. D.). "PROBLEMS IN TEACHING DISADVANTAGED CHILDREN IN PUERTO RICO: RECOMMENDATIONS FOR AN UNDERGRADUATE ELEMENTARY SCHOOL TEACHER PREPARATION PROGRAM."

Columbia University, 1968. 251 pp. Source: DAI, XXXI, 1A (July, 1970), 263-A. XUM Order No. 70-12,513.

This study was designed to explore what Puerto Rican elementary school teachers and supervisory personnel working in depressed areas--rural, slums, and public housing--considered to be their major problems in teaching disadvantaged children. Related purposes were: (1) analysis of the social, economic, and cultural characteristics of areas in Puerto Rico with a concentration of poor people; (2) identification of promising practices in the preparation of teachers for depressed areas; and (3) formulation of recommendations for an undergraduate elementary school teacher preparation program for depressed areas.

Two questionnaires were designed and sent to a representative sample of teachers and supervisory personnel. Criteria for the selection of the sample were: (1) a large number of schools located in isolated regions, (2) a large number of school dropouts and failures, and (3) many people in the lowest socioeconomic strata as compared with the rest of the Island's population. The investigator interviewed staff from the colleges of education operating in Puerto Rico, personnel from the Department of Education and government agencies, and personnel directing preservice and inservice programs for depressed area teachers.

The dissertation report presents: (1) an analysis of the socioeconomic and cultural

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characteristics of residents of depressed areas in Puerto Rico, (2) an analysis of the responses given to each of the questions of the instruments used in the study, (3) discussion of the findings, and (4) recommendations for organizing a program for prospective elementary school teachers for depressed areas in Puerto Rico.

Analysis of the findings revealed that teachers working in the three areas under study are facing problems which hamper the effectiveness of the school in depressed areas. Although there are many common problems, there are also differences in the kind and degree of problems faced. Many of the difficulties reported dealt with: children's limited experiential background, low level of academic achievement, lack of language skills, and the lack of adequate facilities and materials. Others mentioned were: inadequacy of teachers' preparation to handle teaching-learning situations, children's behavioral problems, and school-community relations.

Although the majority of the teachers worked in a self-contained classroom, they reported feeling competent in only one or two areas of the curriculum. Reasons given were: (1) the teacher's field of specialization, (2) the teacher's liking of the subject, and (3) the availability of inservice education.

Analysis of the data gathered resulted in the development of some recommendations for the College of Education of the University of Puerto Rico and the Department of Education of the Island. Both institutions should work together in preservice and inservice programs to guide teachers in developing the competencies they need to teach in depressed areas. The recommendations follow:

1. The Puerto Rican child and his cultural milieu should be the point of departure of both programs.
2. Modification of present professional courses to help teachers gain insight into the use of strategies, skills, materials, and techniques essential to teaching at the elementary level.
3. Organization of interdisciplinary seminars to examine the latest findings in sociology, psychology, and education that will help them gain insight into the factors affecting children's growth

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in depressed areas.

4. Organization of several schools located in depressed areas as school-community-teacher education centers which would be utilized as learning centers, for preservice and inservice education.

5. Provision of early and continuous laboratory experiences in disadvantaged areas, establishment of a summer field work experience in a rural area as a college course, and addition of an internship under the supervision of college and school personnel.

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84. GANNON, Peter Steven (Ph. D.). "THE IDEOLOGY OF AMERICANIZATION IN PUERTO RICO 1898-1909; CONQUEST AND DISESTABLISHMENT." New York University, 1979. 510 pp. Source: DAI, XL, 3A (September, 1979), 1644-A. XUM Order No. 7918960.

The United States conquered Puerto Rico during the Spanish-American War for security reasons. Although enjoying autonomy, the Puerto Ricans were deeply divided politically and socially, and assisted the conquest. The islanders expected citizenship and admission to the Union. The American people refused to accept a separate, nominally Catholic, Hispanic and darker people as part of themselves, but kept the Island, and ruled the Puerto Ricans without their consent.

Attempting justification, Americans branded the islanders unfit for self-government, and resolved to Americanize them--to metamorphose a people whom they rejected into imitations of themselves. Since there was no consensus on the meaning of "American," the self-deception became absurd. Americanization had two goals: reconciling American subjects to their fate and transforming their values through institutional reform without expense to the American taxpayer.

The Catholic Church was disestablished without

hostility: subsidies ceased, laws and institutions were secularized, and, over a decade, a complex property question was settled, but the government could not transform the Church. A faction within the American Catholic hierarchy favored disestablishment. The Vatican chose American bishops for Puerto Rico who opposed disestablishment and kept the two Churches separate.

The American-dominated civil government implemented Americanization through the public schools, emphasizing English and American history and politics, while de-emphasizing Puerto Rico's heritage. It spent Puerto Rican taxes and discriminated against the Puerto Rican teachers it relied upon to execute policy. Treatment given orphans under governmental control was inconsistent with official ideology.

Government operation was considered part of political education, but the teaching was through precepts which differed from the examples of American appointees, who engrossed power beyond the letter of the organic act, and subverted elections to assist pro-Americans. While the regime assisted American sugar corporations--by hostility to labor, financing of irrigation projects and disregard of Congressional acreage limitations--Puerto Rican landowners were denied aid from their own taxes.

Since despair increased over American refusal to redress grievances, sentiment for autonomy revived, and resulted, in 1909, in the elected lower house's refusing to pass the budget. The Taft Administration obtained legislation continuing the previous budget, thus destroying a free institution. The American bishop assisted in a reconciliation; some assistance was given to Puerto Rican landowners and political appointments went to party nominees. Political reforms were postponed.

While Puerto Rico was being exploited, idealistic Protestant imperialists lacking responsibility or authority were formulating an ideology of Americanization. Uncritical acceptance of colonial officials' speeches and writings, combining with reluctance to publish unfavorable news, created an atmosphere of misinformation, resulting in the exercise of the power of the purse being seen as wicked ingratitude for benefits received. Disillusionment with the idealism of Americanization followed.

English never replaced Spanish in daily life, but the Puerto Ricans became reconciled to their fate. Americanization began a transformation of values, and one essentially American concept--the separation of church and state--was adopted, as was demonstrated in the election of 1960. During the period 1898-1909, however, any progress toward the management of free institutions in an egalitarian society was made in spite of United States tutelage.

85. GARCIA, Tony, Jr. (Ed. D.). "THE ROLE OF THE PRINCIPAL WHO SUPERVISES A BILINGUAL EDUCATION PROGRAM WITHIN HIS SCHOOL IN REGARD TO PLANNING, PROGRAM OPERATIONS, IN-SERVICE TRAINING, COMMUNITY DEVELOPMENT AND EVALUATION." University of Houston, 1974. 152 pp. Source: DAI, XXXV, 7A (January, 1975), 4073-A. XUM Order No. 75-1014.

The Problem

The principal who supervises a Title VII Bilingual Education Program has a difficult administrative role. Bilingual teachers are paid a salary which comes from a Title VII federal grant. The Title VII proposal has a director who becomes responsible for the bilingual education program implemented in the school district and a portion of the supervision of the teachers teaching in the program. Yet, bilingual teachers are housed in a school which is supervised by a principal paid for by the local budget.

Personnel conflicts arise when the bilingual teacher has to respond to the principal as her immediate supervisor under the district's chain of command and also to the Title VII education director. A set of priorities in regard to in-service training, evaluation, materials development, curriculum development, and community meetings necessitate that the bilingual teacher be involved. More specifically, the conflicts intensify when priorities are weighted in favor of the Title VII program guidelines and timetables. Favoritism irritates the principal, who also has priorities for his teachers to meet. Principals very rarely

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have been involved in the planning aspects of any new Title VII program that has come into the local districts. Principals rarely have been involved in in-service training sessions or community involvement meetings. Assistance in the evaluation design of Title VII programs by the principals also has been another area of neglect on the part of the Title VII staff.

One purpose of federal funding is that eventually the funded institution will absorb the cost of the pilot project. The pilot project must eventually be integrated into the institution's policies and procedures. Bilingual teachers do have dual roles, and the principals who supervise Title VII programs do not know how to respond to those roles.

Statement of the Problem

Examined and defined the administrative role principals should manifest in the planning, program operations, in-service training, community development and evaluation aspects of bilingual education programs.

The Questionnaire

The questionnaire used was designed, developed, and tested for reliability by the researcher. The questionnaire consisted of twenty-nine (29) questions surveying the management system, curriculum, in-service training, evaluation design, and community involvement attitudes of how a principal should be involved in these areas. This survey defined a functional administrative role for principals whose schools house a Title VII program.

Population

The questionnaire was administered through the mail to four segments of the population. The population consisted of people involved in Title VII bilingual education programs. The survey was nationwide. The four segments were: (a) Principals whose schools housed a Title VII program, (b) USOE consultants, (c) Title VII directors, (d) Bilingual teachers. Two hundred-fourteen Title VII projects in the nation were surveyed.

Research Procedures

Each project received a packet which contained

four questionnaires with four stamped self-addressed envelopes. The project director of each bilingual program gave each designated person of the population his questionnaire to answer. There were 672 respondents in the study. The data gathering was divided into four sub-groups. Each sub-group corresponded to each segment of the total population.

A mailing list of 214 bilingual projects in the United States (including Alaska, Hawaii, Guam, and Puerto Rico) was obtained from the chief of the Bilingual Programs Branch, U. S. Office of Education, Department of Health, Education and Welfare. One hundred sixty-eight of 214 bilingual projects were chosen because forty-six of the projects had just begun their first year of operation. Copies of the mailing list of projects and of the four samples of the population are in Appendix C of this dissertation.

Treatment of the Data

The data gathered were compiled, tabulated, and coded. The responses were key-punched and fed into a computer. A chi-square analysis program determined or defined an administrative role for the principal whose school housed a Title VII program. The true/false responses were tabulated and the total number of responses were taken from each category for each segment of the population. There was a specific administrative role for the Principal Whose School Houses a Title VII Bilingual Education Program in regard to the areas of planning, program operations, in-service training, community development, and evaluation. The specific role of the principal who supervises a bilingual education program in regard to planning, program operations, in-service training, and evaluation may be found in Chapter V of the dissertation.

86. GARCIA RODRIGUEZ, Ricardo (Ed. D.). "SELECTED VARIABLES RELATED TO THE KNOWLEDGE OF, ATTITUDE TOWARDS, AND UTILIZATION OF BILINGUAL EDUCATION SERVICES BY SPANISH AMERICAN PARENTS IN TWO MICHIGAN CITIES." Andrews University, 1980. 328 pp. Source: DAI, XLII, 10A (April, 1982), 4262-A. XUM Order No. DA8205574.

Problem. There has been much controversy over bilingual education programs during the past decade. This has attracted the attention of the news media and local communities throughout the United States. However, parents' views, expectations, or attitudes toward bilingual-education services have not been adequately surveyed. Thus, the problem for this research was to identify which variables or combination of variables are significantly related to: (1) how knowledgeable the parents are regarding bilingual-education services; (2) what attitude they have toward these services; and (3) whether they utilize the bilingual-education services for their children. It was the purpose of this study to discover relationships that may exist between knowledge, attitude, and utilization and other selected variables.

Method. The populations for this study were all the Spanish American parents who had children attending public and private schools (kindergarten to twelfth grade) in the cities of Grand Rapids and Holland. A sample of 205 was selected from Grand Rapids and 164 from Holland by a simple-random method. Data were collected from 204 and 156 from each respective city.

Results. In Grand Rapids, the knowledge of bilingual-education services was significantly correlated with the variables Puerto Rican, Mexican, and occupation. The correlation is positive. The multiple R was .47, which explains 22 percent of the variance in this criterion variable. The hypothesis was rejected.

In Holland, the knowledge of bilingual-education services was significantly correlated with the variables Mexican American, Puerto Rican, Mexican, educational level, occupation, and age. The correlation is positive. The multiple R was .55, which explains 30 percent of the variance in this criterion variable. The hypothesis was rejected.

In Grand Rapids, the attitude towards the bilingual-education services was significantly correlated with the variable occupation. The correlation is positive. The multiple R was .40, which explains 16 percent of the variance in this criterion variable. The hypothesis was rejected.

In Holland, the attitude towards the bilingual-education services was significantly correlated with the variable education. The correlation is

positive. The multiple R was .37, which explains 14 percent of the variance in this criterion variable. The hypothesis was rejected.

In Grand Rapids, the utilization of bilingual-education services was significantly correlated with the variables Puerto Rican, years of residence in the United States, and sex. The correlation with years of residence is negative. The multiple R was .42, which explains 17 percent of the variance in this criterion variable. The hypothesis was rejected.

In Holland, the utilization of bilingual-education services was significantly correlated with the variables Puerto Rican, Cuban, and years of residence in the United States. The correlation with the variables is negative. The multiple R was .31, which explains 10 percent of the variance in this criterion variable. The hypothesis was retained.

Conclusions. The Spanish American parents have little knowledge of the bilingual-education services available to their children in the cities of Grand Rapids and Holland. These parents have a high positive attitude towards these services but only make a moderate use of them. This suggests that affirmative steps should be taken by the local school districts in informing the general public about the availability of the services and to increase their efforts of parental involvement.

Steps that may encourage community participation include bilingual notices and brochures, community groups' representatives in school-related organizations, and requests for help in preparing instructional materials.

87. GIBSON, Margaret Alison (Ph. D.). "ETHNICITY AND SCHOOLING: A CARIBBEAN CASE STUDY." University of Pittsburgh, 1976. 288 pp. Source: DAI, XXXVII, 7A (January, 1977), 4268-A-4269-A. XUM Order No. 77-691.

What is the relationship of ethnicity to students' experiences in and responses to schooling? How is success in school related to ethnicity? The schools and community of St. Croix, U. S. Virgin

Islands, provide the setting for a multi-ethnic comparative case study in educational anthropology which addresses these questions.

Although ethnicity has, as yet, no generally accepted definition in anthropology, there is increasing consensus that it involves (1) the cultural differences which distinguish ethnic groups, (2) the identification of self and others as members of particular groups, and (3) the strategic use of cultural differences to promote group interests. These three aspects of ethnicity--as culture, as identity, and as strategy--provide the organizing principle for this analysis of public schooling on St. Croix.

Students' school-response patterns were established through ethnographic observation, structured interviews, and school records. Community research provided the social, political, economic, and cultural context for schooling on St. Croix. The study focuses primarily on the native or Crucian population; the Puerto Rican and Down Islander immigrant groups are viewed in comparison to their hosts.

The research reveals clear variation both between and within the ethnic groupings in terms of school experiences. For example, Down Islander students are more likely than either Crucian or Puerto Rican students to finish high school. Within the Crucian grouping, however, girls are among the most successful of all public school students and boys are among the least successful. This finding demonstrates the danger of viewing school-response patterns in terms of ethnic identity alone. Instead, the relationship between ethnicity and schooling is analyzed from the perspective of a complex of identities--age, sex, class, national, and ethnic--which may coincide or conflict with one another.

Students' responses to schooling are explained through West Indian sex roles, Crucian class structure, and the Virgin Islands' status as a territory of the United States. The countervailing value systems of "respectability" and "reputation," as developed by Peter Wilson in Crab Antics, provide a framework for understanding sex, age, and class differences in behavior within West Indian populations. Respectability, the summation of colonial dependence, is a Euro-West Indian system of class stratification. Reputation is the Afro-West Indian

response to the scarcity of respectability.

The St. Croix case study reveals that schools are one important context for observing the tensions between the two value systems. Females generally are concerned with gaining respectability and, since the values of formal schooling are basically those characterized by respectability, girls encounter little difficulty in meeting school demands. For boys the route to peer respect lies apart from, and frequently in opposition to, the route to school success. Challenging authorities and breaking school regulations, for example, are highly successful methods of obtaining peer respect.

In addition to demonstrating the influence of ethnicity as culture on students' responses to schooling, the study indicates that students identify themselves and others according to ethnic criteria, are aware of ethnic differences in school success, and explain these differences in cultural terms. In school, however, student interaction is rarely couched in the language of ethnicity. Although students are conscious of the influence of ethnicity on their future employability, they tend in school to downplay ethnic identity and to emphasize other identities. In contrast to ethnicity as culture and ethnicity as identity, ethnicity as strategy is of marginal importance to most students' perceptions of schooling.

88. GIL, Rosa Maria (D. S. W.) "CULTURAL ATTITUDES TOWARD MENTAL ILLNESS AMONG PUERTO RICAN MIGRANT WOMEN AND THEIR RELATIONSHIP TO THE UTILIZATION OF OUTPATIENT MENTAL HEALTH SERVICES." Adelphi University, School of Social Work, 1980. 187 pp.
Source: DAI, XLI, 7B (January, 1981), 2557-B.
XUM Order No. 8101467.

This study investigates the utilization of outpatient mental health services by Puerto Rican women in the South Bronx, New York. The study was based on the assumption that ethnicity is a significant factor in the help-seeking behavior of mental health services.

It was hypothesized that the greater the ability

to recognize symptoms of mental illness, the higher the frequency of utilization of mental health services. It was further hypothesized that Puerto Rican women with a higher degree of acculturation, a higher level of education, and longer residence in the United States would utilize mental health services more frequently.

The population consisted of a convenience sample of 40 Puerto Rican-born women between the ages of 25 and 55, whose latency age children had been referred to an outpatient mental health clinic of a local community mental health center.

The data were obtained by means of an interview schedule. The researcher interviewed each subject. The ability to recognize symptoms of mental illness was measured by the Mental Illness Identification Scale (M.I.S.S.), derived from the "Star Vignettes" (Star, 1955). The behavioral acculturation scale developed and standardized by Szapocznik et al. (1978) was used to measure the degree of acculturation.

The data do not support the main hypothesis, namely, that the ability to recognize symptoms of mental illness is a significant factor in the utilization of outpatient mental health services.

The evidence presented in this research indicates that acculturation to the dominant United States culture is the most significant variable of utilization of outpatient mental health services by Puerto Rican migrant women. Those exhibiting a higher frequency of utilization of mental health clinic services were found to have a higher level of education and longer residence in the United States.

The findings further demonstrate that spiritualism is a significant source of support for the women regardless of their rate of utilization of mental health services. Spiritualists are consulted regarding conflicting relationships and nervous, mental, sexual and health problems. A higher degree of acculturation does not seem to deter women from their belief in and utilization of spiritualism both as an alternative and a supplement to professional mental health services. This ethnic helping resource has a high rate of frequency of utilization perhaps because there does not seem to be the discrepancy in the conceptualization and the attribution of causality of

problems between the Puerto Rican women and the spiritualists that exists between the women and the mental health delivery systems.

The data show that regardless of Puerto Rican women's degree of acculturation their perception of their children's problems differs from that of the clinic's psychiatrist as reflected in the diagnosis at the time of admission.

The findings of this study suggest that having bicultural and bilingual staff is not sufficient to insure culturally relevant services when the overall mental health policies are not sensitive to ethnic differences of Puerto Rican patients.

It appears that Puerto Rican women perceive the mental health services as impersonal and failing to take into consideration the Puerto Rican cultural values of personalismo (personalism), bondad (kindness), caridad (charity), respeto (respect), and dignidad (dignity).

The study comments on barriers to culturally sensitive services found in mental health policies in New York City.

89. GIMELLI, Joan Claire (Ph. D.). "INFLUENCE OF SKIN COLOR AND SEX-ROLE IDENTITY ON SELF-CONCEPT OF PUERTO RICAN ADOLESCENTS." Fordham University, 1978, 135 pp. Source: DAI, XXXVIII, 12A (June, 1978), 7227-A. XUM Order No. 7808996.

Purpose

The purpose of this study was to investigate the influence of skin color, sex-role identity, and their interaction on the self-concept of Puerto Rican adolescents attending urban public high schools.

Method

The Tennessee Self Concept Scale (TSCS), a measure of self-concept, and the Bem Sex-Role Inventory (BSRI), a measure of sex-role identity, were administered to 43 male and 78 female Puerto Rican students in two high schools in a large city of New Jersey. During testing sessions, two judges trained

on the Racial Definition Scale (RDS) unobtrusively rated the skin color of each subject. Each subject was assigned the average of these two skin color ratings. After the BSRI was scored according to Bem's revised procedure, subjects were classified into four categories of sex-role identity on the basis of a median split. There were two levels of skin color, lighter and darker, and four levels of sex-role identity, masculine, feminine, androgynous, and undifferentiated. The data were subjected to a 2 x 4 unweighted means analysis of variance with TSCS self-concept scores as the dependent variable. Skin color and sex-role identity were the independent variables.

Results

The analysis of data revealed no significant differences of self-concept among Puerto Rican students due to skin color, sex-role identity, or their interaction. It was noted that mean values for the main effects were in the predicted direction, although nonsignificant. In a supplemental analysis of the data, it was noted that self-concept scores of the Puerto Rican sample were lower than those established with the norm group at each level of skin color and sex-role identity.

Conclusions

On the basis of the findings, it was concluded that Puerto Rican high school students show only a nonsignificant tendency for those with darker skin color or an undifferentiated sex-role identity to have lower self-concept scores and for those subjects with an androgynous sex-role identity to have higher self-concept scores. It was also noted that Puerto Rican subjects generally had lower self-concept scores on the TSCS than had been established for the norm group. The possibility that all Puerto Ricans on the mainland experience a "darkening" of self-image, in response to their classification by the majority group, was discussed.

It was suggested that in future investigations: (a) a different instrument or a revised version of the BSRI be used to measure sex-role identity; (b) a cumulative rating designed to produce a global racial self-image score might be more accurate as a differentiating variable for this group; (c) skin color categorization of Puerto Rican subjects might be better defined operationally by using a subject self-report technique; (d) the subject's

color position within the family constellation serve as a variable; (e) comparisons be made between groups at the extremes of the RDS skin color range; (f) the influence of Puerto Rican students' minority-majority status within the school be considered; and (g) the influence on self-concept of other variables, such as language characteristics of the Puerto Rican group, be studied.

90. GINORIO, Angela Beatriz (Ph. D.). "A COMPARISON OF PUERTO RICANS IN NEW YORK WITH NATIVE PUERTO RICANS AND NATIVE AMERICANS ON TWO MEASURES OF ACCULTURATION: GENDER ROLE AND RACIAL IDENTIFICATION." Fordham University, 1979. 245 pp.
Source: DAI, XL, 2B (August, 1979), 983-B-984-B. XUM Order No. 7918283.

Researchers in the area of acculturation have not given much attention to the effect that the biologically based characteristics of race and sex have on the process of acculturation of individuals differing on these characteristics. The literature seems to indicate that being black (or dark-skinned) hinders acculturation and that women acculturate slower than men.

The importance of these biologically based characteristics of race and sex stem from their social significance; together with age they are the most important indicators of the status of a person in a society. While sex and race may be used by most societies as status indicators, their meaning may differ from culture to culture in both a qualitative and/or a quantitative way. In the case of Puerto Ricans, the social meaning of sex is quantitatively different from that prevalent in the mainland; while in both places males have, on the average, higher status and more freedom than females, in Puerto Rico the restrictions are greater and enforced more strictly. In the area of race, a comparison of its social meaning in Puerto Rico and the mainland would seem to indicate that the situation is the opposite to that in the area of sex, with Puerto Rico having a more flexible and open racial definition system than the mainland. In the area of race, however, the differences are not only quantitative but also qualitative.

It was predicted that it would be to the advantage of the Puerto Ricans to retain the racial definitions of Puerto Rico while acquiring the gender roles and attitudes toward women prevalent in the mainland. Furthermore, the degree to which this would occur would be affected by the sex and the race of the individual.

The data of Puerto Ricans in New York (PR-NY) was compared not only with that of Puerto Ricans in Puerto Rico but also with that of Americans. Because of the relevance of race in this study, both black- and Caucasian-American samples were included. Four samples of high school students totaling 381 were included in this investigation; of these, 198 were females and 183 were males ranging in age from 15 to 19 years.

Spanish versions of all instructions and instruments were prepared. Groups of students were administered a personal data sheet, the Racial Definition Scale, the Attitudes Toward Women Scale, and the Bem Sex Role Inventory. In addition, PR-NY students were administered a standard measure of acculturation--the Degree of Acculturation Scale.

Anova tests were used to test acculturation measured with the AWS; regression analyses and Kruskal-Wallis one-way Anovas were used for the Racial Definition Scale.

The results of the present investigation indicate that PR-NY are partially acculturated in the area of gender roles. And consistent with reports on earlier migrant groups, women are more acculturated than males.

In the area of racial definitions, the results indicate more similarities than differences among and within ethnic groups. The differences that do occur do not allow for definitive statements to be made about the acculturation of PR-NY in the area of race definitions. The development of a "brown" category within the U. S. racial system was proposed as an explanation of the results.

No differences in acculturation were found between females and males and/or between white or mixed PR-NY in the areas of gender roles and racial definitions when acculturation was measured using a standard acculturation scale.

GIUSTI-ORTIZ

91. GIUSTI-ORTIZ, Angela Lina (Ph. D.). "FAMILY LIFE EDUCATION: KNOWLEDGE, ATTITUDES, AND BEHAVIOR AMONG UNDERGRADUATE COLLEGE STUDENTS AT THE UNIVERSITY OF PUERTO RICO." Florida State University, 1981. 221 pp. Source: DAI, XLII, 3A (September, 1981), 1007-A. XUM Order No. 8118503.

This study assessed the impact of a Spanish version of the Male Involvement Project (MIP) on the undergraduate students at the University of Puerto Rico. Students were voluntarily exposed to a workshop on human sexuality. Human modeling, group dynamics, and multisensorial approaches were used. An experimental design with one group pre-test and posttest was used. Results from the post-test and a follow-up survey indicated that the treatment was associated with a significant increase in knowledge about reproduction, sexually transmitted diseases, and contraceptive methods. Furthermore, significant changes in attitudes toward male and male contraceptives as well as in attitudes toward unwanted pregnancy were found after the workshops and in the follow-up survey. Participants reported that the workshops were clearly presented, interesting, and met their needs. It was concluded that this Spanish version of the MIP was effective and appropriate in promoting a positive impact upon the attitudes, knowledge, and behavior of participants. Implications for future research and for practical purposes within the higher education system are discussed.

92. GOLDSMITH, Herbert Burton (Ph. D.). "THE CATEGORICAL DOMINANCE OF SEX, RACE, AND NATIONAL ORIGIN IN THE PREFERENCES OF WHITE, BLACK, HISPANIC MALE AND FEMALE NEW YORK CITY ELEMENTARY SCHOOL TEACHERS FOR WHITE, BLACK, HISPANIC MALE AND FEMALE ELEMENTARY SCHOOL PRINCIPAL CANDIDATES BY MEANS OF A SIMULATION ACTIVITY." New York University, 1976. 306 pp. Source:

DAI, XXXVIII, 3A (September, 1977), 1148-A-
1149-A. XUM Order No. 77-16,424.

This study investigated the interactive effect of the sex, race and national origin of New York City elementary school teachers on their preferences for elementary school principal candidates similar or different from them with respect to these social characteristics. Its central research goal was to determine whether sex or race or national origin would be the dominant social category when white, black, Hispanic male and female teachers expressed their preferences for white, black, Hispanic male and female elementary school principal candidates, judged equal in qualifications, by assigning them ranks or numerical scale values in a specially designed simulation activity.

The need for this study was made clear by the limited exploration of the effect of these competing social categories on social distance behavior in general and by the absence of specific research on the conflict of choice between sex, race and national origin in the selection of elementary school principals.

The subjects for this study were 204 New York City elementary school teachers enrolled in graduate education courses in public and private colleges located in New York City. Of the total sample, 72 were black, 72 were white and 60 were Hispanic. In each race or national origin group the numbers of male and female teachers were either equal or nearly equal. All subjects were involved in a three part simulation activity requiring them to 1) evaluate the resumes of six candidates, 2) express their preference toward each candidate by assigning a rank or a numerical scale value, and 3) explain their reasons for their preference behavior. Each subject also completed a 17 item questionnaire that included data categories identified in previous studies as relevant to a deeper analysis of the principal selection behavior of teachers.

Pearson r and chi square procedures were applied to test the significance of the relationships predicted between the social characteristics of the teachers and those of the principal candidates toward whom they expressed a high or low degree of preference. In addition, the association of 12 variables other than sex, race and national

origin with four supported hypotheses was tested for statistical significance or non significance.

The principal findings of this study were the following: 1. The prediction that race and national origin rather than sex would be for all teacher/groups the dominant social category in principal selection was supported. 2. A clinical analysis of the social distance between the subjects and their ranked candidates on a Bogardus type scale showed greater closeness between subjects and candidates similar in race and national origin characteristics and greater distance when these characteristics are different. 3. Male and female teachers who were black and Hispanic consistently expressed positive preferences toward candidates similar to themselves in race and national origin and negative preferences to those different from themselves. White male and female teachers would, however, more frequently choose black and Hispanic candidates as most preferred.

Results were interpreted within the conceptual framework provided by social stratification theory and the social psychology of prejudice. It was observed that the major determinants of social distance in American society--race and national origin--were also dominating factors in the preference behavior of the subjects with respect to elementary principal selection. The potency of sex as a discriminatory factor in choosing a principal noted in previous studies is muted when it is linked with race and national origin.

93. GONZALEZ, Ana M. (D. Ed.). "A DESCRIPTIVE STUDY OF PHONOLOGICAL DEVELOPMENT IN NORMAL-SPEAKING PUERTO RICAN PRESCHOOLERS." Pennsylvania State University, 1981. 151 pp. Source: DAI, XLII, 1B (July, 1981), 157-B. XUM Order No. 8112807.

Speech pathologists, linguists, psychologists, and other scholars have been interested in phonological development. The study of English phonological development has been vastly researched, whereas there is little phoneme developmental information for Spanish. For many years, English guidelines have been used to assess the normalcy of the speech of Spanish-speaking children.

The purpose of this investigation was to study the phonological development of southern Puerto Rican children in order to define the boundaries of normal phonological development for this population. These findings are intended to be used in the development of treatment guidelines for Puerto Rican children classified as speech defective.

Day care centers and nursery schools throughout the city of Ponce were visited, and children were randomly selected from each center. Subjects were grouped in three age groups of 50 children each with an equal number of girls and boys in each group. The three age ranges considered were 2.6 to 3.0, 3.6 to 4.0, and 4.6 to 5.0. Preliminary screenings to rule out hearing loss and mental deficiency were conducted for each subject in the investigation.

A total of 109 word stimuli were used to elicit responses from the children in two modes: imitation and sentence recall. Children's responses were recorded and transcribed. A transcription reliability check was conducted with the aid of another speech pathologist.

From the data gathered herein, this investigator concluded that: (1) the palate is the pivotal point of articulation from which phonemes develop in a back-to-front order, (2) by the age of 4, all phonemes of Puerto Rican Spanish are being customarily used, (3) the sequence of phoneme development was very similar across various investigations dealing with phoneme development of speakers of Spanish, (4) the medial position seems to be easier for accurate phoneme articulation than any other word position, (5) lack of phoneme mastery does not preclude its correct customary usage, (6) the phonological processes utilized by speakers of Spanish are very similar to those utilized by speakers of English, (7) some processes which are uncommon in English are common in Spanish (such as the use of epenthesis in clusters by the speakers of Spanish), (8) the findings of this investigation support the notion of a hierarchical order of development which functions cross-linguistically in spite of the minor variations which seem to be specific to Spanish.

It is then proposed that speech pathologists in Puerto Rico consider the above aspects when approaching treatment procedures from a developmental point of view.

This same investigation conducted with speech-

defective children would be valuable in demonstrating the difference between normal and abnormal phonemic and phonological development. Further investigation of the development of nasals before the age of 3 and the developmental order of cluster acquisition are suggested.

94. GONZALEZ, Jackie L. C. (Ph. D.). "PERCEPTIONS IN PUERTO RICO TOWARD CAREER EDUCATION." Colorado State University, 1977. 155 pp. Source: DAI, XXXVIII, 7A (January, 1978), 4124-A. XUM Order No. 77-28,307.

This study was undertaken to offer educators in Puerto Rico information pertaining to the planning of a K-12 Career Education Program, and particularly the teacher reinforcement training program involved. The study populations consisted of administrators and vocational teachers in the Commonwealth of Puerto Rico.

There were two major objectives of this study: (1) To determine whether there are significant differences in the perceptions of administrators and vocational teachers in Puerto Rico toward career education. (2) To determine whether there are significant differences in the perceptions of administrators and vocational teachers in Puerto Rico with regard to the method of curriculum organization which would best serve career education in Puerto Rico.

The questionnaire used in this study sought data pertaining to: (1) demographic information, (2) the perceptions of the participants with regard to career education, (3) career education information using a specific answer, and (4) method of curriculum organization.

A one-way analysis of variance statistical test was applied to the data to determine the perceptions of administrators and vocational teachers toward the role of the community, role of the school, and developmental attitudes in career education.

A statistical examination of the data revealed that administrators and vocational teachers in Puerto Rico differed significantly in their perceptions of education. The "Infusion" method of

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curriculum organization was unanimously chosen by study populations.

95. GONZÁLEZ, José L. (Ed. D.). "A STUDY OF TEACHING COMPETENCIES OF TRADES AND INDUSTRIAL TEACHERS IN PUERTO RICO, WITH IMPLICATIONS FOR IMPROVING TEACHER EDUCATION." University of Kentucky, 1976. 167 pp. Source: DAI, XXXVIII, 2A (August, 1977), 672-A-673-A. XUM Order No. 77-15,945.

This study was undertaken with the main objective of assessing the competency trade and industrial teachers, directors, and supervisors in Puerto Rico perceived the teachers possessed on 69 selected teaching competencies. The 69 competencies were broken down into three categories: (1) planning instruction, (2) executing instruction, and (3) evaluating instruction. In an effort to delineate further the problem under study, five sub-objectives were stated. These were: 1. To determine the difference among three specific groups of teachers (B. A. degree, certified, and non-certified) in relation to the level of competency they felt they possessed on each of the three categories. 2. To determine the difference among three specific groups of teachers (B. A. degree, certified, and non-certified) in relation to the level of competency they felt they possessed on 69 selected competencies. 3. To determine the relationship between the level of competency teachers felt they possessed in each category and the level of importance assigned to each competency. 4. To determine the relationship between the ranking of the level of competency teachers felt they possessed as compared to the level of competency that school directors and regional trade and industrial education supervisors, as a group, felt teachers possessed. 5. To obtain the difference between non-certified teachers who had and those who had not taken a methods course in relation to the level of competency they felt they possessed on 69 selected competencies.

To obtain the data an instrument was developed, translated into Spanish, and validated in Puerto Rico.

The total sample size consisted of 239 subjects divided as follows: 200 trade and industrial teachers, 35 school directors, and four regional trade and industrial education supervisors.

The following conclusions were arrived at from the analysis of the data: 1. There were eight competencies in which all groups of teachers (B. A. degree, certified, non-certified, all teachers as a group) and directors and supervisors felt teachers were the least competent. These were: a) Producing proper audio-visual materials for instructional purposes, b) Determining the need for using resource persons, c) Identifying the contributions other subjects can make to vocational education, d) Conducting a panel discussion, e) Helping students to make valid generalizations, f) Guiding and directing the observation on a field trip, g) Utilizing others in teaching whenever appropriate--team teaching, student tutoring, student teaching, and h) Developing a test item specification chart. 2. There were eight competencies in which the same groups of teachers, directors, and supervisors perceived the teachers were the most competent. These were: a) selecting required tools, equipment, and supplies for a lesson, b) conducting a demonstration to a group of students, c) motivating students in classroom, shop, or laboratory, d) maintaining student attention in giving instruction, e) supervising student laboratory experiences, f) providing individual attention to every student, g) keeping accurate records of student progress, and h) using performance tests which are based upon realistic situations. 3. There was no significant difference among the three groups of teachers (B. A. degree, certified, and non-certified) in relation to the level of competency they felt they possessed on each of the three categories. 4. There was no significant difference among the three groups of teachers (B. A. degree, certified, and non-certified) in relation to the level of competency they felt they possessed on all 69 competencies. 5. The correlation coefficients between level of importance assigned to competencies and level of competency teachers felt they possessed ranged from .500 for certified teachers in the category of evaluating instruction to .864 for B. A. degree teachers in the category of evaluating instruction. 6. A high positive correlation coefficient of .85 was found between the ranking of the level of competency teachers felt they possessed and the ranking of the level of competency directors and supervisors felt the teachers

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possessed on each competency. 7. The differences between the means for non-certified teachers who had and those who had not taken a methods course were significant in only four of the 69 competencies.

96. GONZALEZ ALERS, Hector Nativo (Ph. D.). "INSERVICE EDUCATION PROGRAM INSTITUTE IN PUERTO RICO: ITS IMPACT ON LOCAL SCHOOL DISTRICTS." University of Connecticut, 1981. 136 pp. Source: DAI, XLII, 6A (December, 1981), 2396-A. XUM Order No. 8125453.

In order to upgrade the teaching profession throughout Puerto Rico, the Institute for the Sciences of Education (ISE) was created by the Commonwealth Legislative Assembly through Law Number 20 of July 10, 1978, and amended the following year. The Institute was established as a function of the Department of Public Instruction (DPI), which administers all aspects of public education throughout the Island.

Three major research questions and an interview guide were derived from a review of selected literature in the fields of organizational theory, human resources, the change process, and inservice education programs. Outside experts were also consulted for assistance in relating the interview guide questions and the research queries.

The major research questions guiding the investigation were: (1) Does the DPI provide the ISE with the necessary resources to meet its legislative mandate? (2) What activities have been offered through the ISE to meet the needs of teachers? (3) What major factors, as viewed by ISE officials, inhibit their relating program offerings to the needs of participants? The sample of the study consisted of forty-five classroom teachers and fourteen school district administrators from selected educational regions. In addition, seven key officials were interviewed.

The data was collected by means of a semi-structured interview using a tape recorder.

The data was presented and analyzed in order to

address the three research questions. Important viewpoints provided by the interviewees were examined for convergence or divergence of opinion. In addition, documentary information relating to the research areas was examined in an attempt to substantiate the positions taken by the interviewees.

It was found that the majority (88%) of the interviewees considered the ISE to have fulfilled its legislative mandate to a certain degree. Dissent centered on the view that the evaluation processes of the ISE are not publicly known to exist and that there is a lack of real involvement on the part of school district administrators in ISE activities, planning, or development. Other concerns were that expectations, especially on the part of administrators, were only partially fulfilled, and that the selection procedures should be evaluated and modified.

Inservice education activities which met the needs of classroom teachers were found to be those offered in the area of professional growth and development, specifically those which led to academic certification. Other specific activities included the acquisition of new teaching methods, techniques, and skills that helped teachers upgrade themselves and modernize classroom practices. Benefits to the school district were seen to be improvement in the quality of teaching through a better prepared staff that could share their knowledge and skills through orientation sessions, workshops, and assistance to their colleagues.

An area in which the ISE has been less effective, according to interviewees, is in the involvement of school administrative personnel, support personnel, and teachers in other subject areas and at other educational levels. Specific needs were expressed for program expansion into the subject areas of the sciences, social studies, physical education, and the arts as well as for affective and psychomotor skills development.

Key ISE officials considered major factors inhibiting the ISE's capacity to relate program offerings to participants' needs to be imperfections in the needs assessment procedures and bureaucratic administrative procedures. Officials also expressed concern that the training program is becoming too expensive and that better coordination was needed. Administrators agreed with some officials on the need for refinements in the participant selection

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process, while teachers felt the structure and administration of the local school impeded them from putting their newly acquired knowledge into practice.

97. GONZALEZ-PENALVER, Jose L. (Ph. D.). "SELF-

CONCEPT: A CROSS-CULTURAL STUDY OF PUERTO RICANS." University of Connecticut, 1982.

129 pp. Source: DAI, XLII, 8A (February, 1982), 3570-A-3571-A. XUM Order No. 8201273.

The purpose of this study was to determine the relationship of a series of demographic variables, including sex, age, grade in school, family schooling, achievement, and several others, to the self-concept of Mainland Puerto Rican and Island Puerto Rican high school students and to determine if any of these factors contributed to its explanation. The Coopersmith Self-Esteem Inventory (1967) was used to measure self-concept.

This study proposed to answer the following questions: (1) Does the self-concept of Island and Mainland Puerto Rican high school students differ after controlling for the set of demographic variables? (2) To what extent and in what manner can the self-concept of Mainland Puerto Rican high school students be predicted by the set of demographic variables? (3) To what extent and in what manner can the self-concept of Island Puerto Rican high school students be predicted by the set of demographic variables?

It has been shown in the literature that self-concept scores of Puerto Rican high school students are lower than those of white and black students (Gable and Zirkel, 1977). Kvaraceus and Deutsch (1965) report that due to their lower income Hispanic minorities lack the opportunity to form a positive self-concept. This situation is worsened by the large family sizes of these children, a factor which has also been known to affect self-concept negatively (Witty, 1967). Considering sex as a determining factor for self-concept, Cooper (1972) found higher scores among adolescent females than for males. Healy (1969) found similar results with a Spanish-American sample.

The literature concerning the exploration of self-esteem vs. achievement is considerable. Kubiniec (1971) found that among college students self-concept scales predicted academic achievement. Anderson and Johnson (1971) report supporting findings using self-concept to predict success in both English and mathematics.

The population for this study consisted of Puerto Rican students from three different high schools in Bridgeport, Connecticut, and students from three high schools taken at random in Bayamon, Puerto Rico. Both samples consisted of students in grades nine to twelve.

To select the Bridgeport sample it was necessary to identify all students who are Puerto Rican using the questionnaire designed for this purpose. The Puerto Rico sample was randomly drawn to reflect the sex and grade composition of the Bridgeport sample.

Students in this study were classified as Mainland Puerto Rican and Island Puerto Rican. A multiple correlation analysis was done using the demographic variables as predictors and Self-Esteem as a criterion. All predictor variables were forced to enter the regression equation prior to the dummy variable which indicated whether the students are Mainland or Island Puerto Ricans.

Additionally multiple correlation analyses were conducted for each of the groups of the sample (Mainland and Island Puerto Rico). The relationship of self-concept and each of the demographic variables was determined in order to provide information about potential prediction by any of those.

The results of the analysis indicated that, when the variables in question were controlled for, there was no significant difference in self-concept of Mainland and Island Puerto Ricans. A number of variables were found to be significant predictors, however, including plans regarding graduation, achievement in reading, whether or not mothers were employed, length of attendance at high school, place of birth, and language dominance. A number of these same variables were also found to explain self-concept scores of the Mainland and Island groups when studied separately.

GORDON

98. GORDON, Jeffry Stuart (Ph. D.). "MIXED DOMINANT GROUPING AND BILINGUAL MATERIALS IN MATHEMATICS AND SCIENCE CLASSES IN TWO PUERTO RICAN JUNIOR HIGH SCHOOLS. University of Illinois at Urbana-Champaign, 1976. 241 pp. Source: DAI, XXXVII, 5A (November, 1976), 2700-A-2701-A. XUM Order No. 76-24,089.

Purposes

The purpose of this study was to investigate the effects of different pairings of students by language dominance on achievement in mathematics. The investigator also sought to ascertain the effects of self-paced materials written in English, Spanish, and bilingually with these same students.

Procedures

Participating in the study were two schools in a bilingual program in Bayamon, Puerto Rico. Each school was comprised of approximately 50% native Puerto Rican students and 50% "returnee" students who had lived a major portion of their lives in the continental United States and had moved permanently to Puerto Rico. Most of the students were bilingual; however, in oral and written communication the returnees exhibited a strong preference for English whereas the native Puerto Ricans exhibited a decided preference for Spanish. Three methods to ascertain an individual student's language dominance were employed in this study: 1. An English Idiom Test. 2. English and Spanish Reading Comprehension Tests. 3. Oral conversations between students and their English and Spanish teachers.

The students were paired with either a member of their own dominance group or a member of the other dominance group where dominance was determined using the following criteria: Evaluation by English and Spanish teachers, English Idiom Test score, Reading Comprehension Test score. The students were given a unit of work on linear measure. At random, they were given the unit in either English, Spanish, or bilingually. Pairs were given materials in the same language. The students were allowed to work alone or with their pairmate, as

they chose. A pre-test and a post-test on linear measure were administered. Questionnaires and a sociogram were then administered to selected students to determine the extent and style in which paired students worked together. Observations by the teachers were used to supplement the questionnaire data.

Results

The English dominant students paired with Spanish dominant students achieved significantly better ($p < .05$) on the post-test than did English dominant students paired with English dominant students. 2. The Spanish dominant students paired with English dominant students achieved significantly better ($p < .05$) on the post-test than did Spanish dominant students paired with Spanish dominant students. 3. The bilingual materials had no significant effect upon achievement in any of the paired groups. 4. The Spanish dominant students cooperated more with their pairmates than did the English dominant students. 5. The English dominant students required a greater amount of teacher assistance than did the Spanish dominant students. 6. The mixed dominant groups tended to use both English and Spanish for oral communication except when one of the pairmates was noticeably less proficient in one language. Some students used this opportunity to practice their non-dominant language skills.

99. GUZMAN, L. Philip (Ph. D.). "PUERTO RICAN SELF-ESTEEM AND THE IMPORTANCE OF SOCIAL CONTEXT."

State University of New York at Buffalo, 1976.

157 pp. Source: DAI, XXXVII, 8B (February, 1977), 4140-B. XUM Order No. 77-3542.

Research was conducted to compare the self-esteem of Puerto Ricans, both in the U. S. and in Puerto Rico, with that of black and white students, as well as to measure the effect of social context on self-esteem. Three hundred three sixth grade black, white, and Puerto Rican students were selected from four public elementary schools in the U. S. and two public elementary schools in Puerto Rico. All subjects were administered the Piers-Harris Children's Self-Concept Scale. Social context was assessed objectively by the proportion

of black, white, and Puerto Rican students within a particular school, and subjectively by the students' perception of the ethnic/racial composition of their neighborhood. No significant results were found for both measures of social context. The ramifications of this finding were explored. However, the ethnic/racial factors affecting self-esteem were found to be significant. Whites were found to have a lower self-concept than blacks and Puerto Ricans. In addition, the U. S. Puerto Ricans were administered two ethnic identification scales--a behavioral and an attitudinal scale. Only the latter scale was found to be related to self-esteem. The influence of other variables on self-esteem, such as IQ, SES, sex, familial social mobility, and occupational aspiration were also discussed.

H

100. HANES, Michael Linn (Ph. D.). "COGNITION AND THE ACQUISITION OF SELECTED FUNCTION WORDS IN POVERTY CHILDREN." Indiana University, 1973. 85 pp. Source: DAI, XXXIV, 8A (February, 1974), 4925-A-4926-A. XUM Order No. 74-4675.

The major problem for developmental psycholinguists in explaining language development concerns the acquisition of knowledge about language and the use of that knowledge in a productive and comprehending manner (Brown, 1973). Past research in developmental psycholinguistics has centered on the structural aspects of language acquisition as a means of making inferences about the nature of the organizational rules and the level of language development the child has acquired. Recently the significance of cognitive development in language acquisition has been recognized by various psycholinguists. In contrast, cognitive-developmental theorists have considered the emergence of language as dependent upon cognitive maturation and the development of representational thought.

Based on cognitive-developmental theory and theories of language acquisition, an integrated theory of language acquisition was proposed. The

major proposition of this integrated theory was that language acquisition is a result of an interaction between cognitive development and linguistic complexity. Cognitive development was discussed in terms of the developmental stages proposed by Piaget (1926). Linguistic complexity was broadly defined as the abstractness of the symbol in relation to actual perceptual events, as well as the number of transformational operations required in order to derive semantic content from a linguistic sequence.

Hypotheses were derived which specifically considered the acquisition of selected function words, including three classes of subordinate connectives and the prepositional phrase in the reversible passive construction. Temporal, causal, and antithetical connectives were the three subordinate connective classes studied. The hypotheses predicted an order of acquisition for connective classes, for connective forms within a class, and a sequence of approximations to the correct response to the prepositional phrase in the passive construction.

The acquisition of the selected function words was studied in three groups of poverty children: black inner-city, white rural, and bilingual Puerto Rican children. The samples were drawn from three age levels: six-, seven-, and eight-year-old children. Equal numbers of boys and girls were included in each age level sample. Each child was individually administered a sentence repetition task which consisted of 28 stimulus sentences. Subject response tapes were scored for function word omissions, substitutions, errors, and verbatim repetitions.

As predicted, the results indicated that temporal connectives are acquired prior to causal and antithetical connectives. Also, causals are acquired prior to antitheticals. In addition, the results support the proposition that the differentiation of forms within a class does not occur simultaneously with the acquisition of a connective class. Significant differences between subcultural groups were associated primarily with the bilingual Puerto Rican group. These differences were attributed to the delayed language development that bilingual children exhibit. It was suggested that the most significant aspect of this study was that data was obtained from two unique research samples. These data provide a basis for future investigations of the language acquisition process in white rural and bilingual poverty children.

HENDERSON

101. HENDERSON, Peta Murray (Ph. D.). "POPULATION POLICY, SOCIAL STRUCTURE AND THE HEALTH SYSTEM IN PUERTO RICO: THE CASE OF FEMALE STERILIZATION."

University of Connecticut, 1976. 294 pp.

Source: DAI, XXXVII, 2A (August, 1976), 1063-A.

XUM Order No. 76-18,992.

Puerto Rico, since 1898 a colonial dependency of the United States, has a rate of female sterilization which approximates one-third of the female population of reproductive age. This is the highest recorded incidence of female sterilization in the world. Two theoretical approaches to the explanation of this social phenomenon are distinguished and evaluated in light of an analysis of the historical development of population policy, medical social structure, and interviews with a cross-class sample of women living in one urban municipality.

Most social scientists have tended to explain the popularity of female sterilization within the framework of an idealist paradigm which emphasizes the cultural belief system and attitudes of Puerto Rican families with respect to fertility. High birth rates are viewed as an outcome of social-psychological factors which in turn are seen to constitute the major impediment to Puerto Rico's economic development. Contrasted with this mode of explanation is the radical paradigm which analyzes the population issue in the context of a critique of imperialism. Population control policy, and in particular the "mass sterilization" of Puerto Rican women, is seen as an effort by the capitalist class to alleviate the effects of an irrational distribution of societal resources. While this paradigm correctly focuses on the material conditions which give rise to birth control policy, few accounts pay adequate attention to the empirical conditions of women's lives, including their consciousness, which motivate them to seek sterilization.

This study attempts to correct this inadequacy through application of the theory and method of class analysis to the history and present reality of female sterilization. The behavior of the principal actors--economic and health planners in the U. S. and Puerto Rico, doctors who perform the surgery, and women of varying class strata--is

analyzed and explained with reference to the interaction of objective conditions and subjective attitudes which are determined by the class position of these groups in the social system. In the final analysis, it is concluded that the high rate of female sterilization must be explained as an outcome of a convergence of class interest within the context of a colonial situation.

Chapters are devoted to (1) a review of the evolution of classes in Puerto Rico since the Nineteenth Century; (2) analysis of the incidence by class of sterilization; (3) an historical review of the development of population policy in Puerto Rico; (4) the political economy and ideology of the health system; (5) the implementation of sterilization policy in different types of health institutions through use of the case study method; and (6) an analysis of the economic, social and psychological factors which motivated the interview population to seek sterilization.

102. HERNÁNDEZ, Nicolás (Ph. D.). "THE ENTREPRENEURIAL ROLE OF THE GOVERNMENT IN THE ECONOMIC DEVELOPMENT OF PUERTO RICO." Rutgers University, 1964. 234 pp. Source: DAI, XXVI, 1 (July, 1965), 150-151. XUM Order No. 65-7202.

During the last three decades we have been observing the emergence of new nations. Political leaders of these new nations are generally concerned with the improvement of the level of living of their constituents. The process by which the level of living is improved has been called economic development. Many books have been written emphasizing different factors in economic development. However, we feel that the importance of political leadership has been overlooked by economists. To fill this institutional gap in economic development theories, we wish to study the developmental role of an entrepreneurial government. We plan to pursue our analysis in terms of the hypothesis that in pre-industrial societies the increase in output per worker and the accumulation of capital required to develop and diversify the economy are initially dependent on institutional innovations that in some cases are introduced by political leaders.

To understand the changes needed for economic

development to occur in pre-industrial societies, we need first to understand the nature of the economic institutions existing in pre-industrial societies. An important analysis of the nature of institutions in pre-industrial societies has been carried out by Karl Polanyi, who concludes that in such societies economic activities are regulated by non-economic social institutions and individual entrepreneurs do not have an environment appropriate for the automatic introduction of innovations.

It follows from Polanyi's analysis that there is a need for institutional change if pre-industrial economies are to be industrialized. It also follows that the institutional change must be inferred from the industrial system desired itself and not from the self-regulating market system. But we cannot infer the nature of the institutional change to be instituted. Elements of the institutions required for economic development are suggested by Joseph A. Schumpeter in the general theory of economic development. Schumpeter indicates that economic development depends on the combination of capital, innovations, and entrepreneurs. It follows from his analysis that capital-providing institutions and innovation-introducing institutions as well as entrepreneurs are the type of changes needed to create an environment appropriate to individual entrepreneurs in pre-industrial economies.

The magnitude of the changes and the degree of the risk associated with the introduction of changes in a traditional society make necessary a leadership that in some cases is provided by political leaders. The need for political leadership in the industrialization process has been recognized in recent years by Clark Kerr and his associates. They describe economic change in terms of five modernizing elites, namely: dynastic elite, middle class, colonial administrator, revolutionary intellectual, and nationalistic elite. We infer from Kerr's model that the nationalistic elite, interested in national independence and in industrial development, is the most appropriate for the introduction of the institutional changes required for industrial development in pre-industrial societies.

We should note that in Kerr's model the degree of political leadership varies with the state participation in the economy. In the light of Schumpeter's model, however, it must be stated more specifically; political leadership tends to vary to

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the extent that capital-providing institutions and innovation-introducing institutions are initially absent in pre-industrial societies.

The political action of introducing institutional changes in relation to economic change is an entrepreneurial act of political leadership to represent an extension of Schumpeter's individual entrepreneur, and the inherent political power is the corresponding form of capital in Schumpeter's sense.

We have chosen the case of Puerto Rico to illustrate the hypothesis that in pre-industrial economies economic development initially depends on the introduction of innovation by political leadership, because: (1) it was a tradition-bound pre-industrial society ruled by a combination of colonial administrators and landed aristocracy; (2) it had its political revolution in 1940; (3) the new political leaders, interested in self-respect and in raising the living standards through industrialization, broke with the traditional elite and instituted a revolutionary program; (4) in the presence of great political and economic risks, the new political leaders instituted a series of revolutionary changes such as industrialization, labor reform, education, labor-management relations. The action of the Puerto Rican political leadership since 1940 represents, therefore, an example of the entrepreneurial function of political leaders.

In the light of the present study we conclude that if the people of tradition-bound new emerging nations are interested in economic development, then a nationalistic political leadership is required to break with tradition and to institute conditions favorable to economic development through the introduction of capital-providing and innovation-introducing institutions.

103. HERNANDEZ, Sonia Margarita Santiago (Ph. D.).

"ACCULTURATION AND BICULTURALISM AMONG PUERTO RICANS IN LAMONT, CALIFORNIA." United States International University, 1981. 126 pp.

Source: DAI, XLII, 1B (July, 1981), 428-B-429-

B. XUM Order No. 8113419.

The Problem. The problem of the study was the assessment of the degree of acculturation to the Anglo culture, and of the degree of biculturalism of a Puerto Rican community in Lamont, California.

There were two main objectives: first, to investigate whether the Behavioral Accultural Scale and the Bicultural Involvement Scale, developed by Szapocznik et al. (1979), were valid among the Puerto Ricans in Lamont; second, to develop and estimate a comprehensive understanding of the acculturation and biculturalism processes in the Puerto Rican population in Lamont, California. By providing quantitative evidence about the factors that determine the levels of acculturation and biculturalism, this study enhances the scientific understanding of these phenomena and provides the framework to design effective community programs for the ethnic groups in the United States.

Method. The Behavioral Acculturation Scale and the Bicultural Involvement Scale were administered to a Puerto Rican sample of 117 females and 120 males, aged 14 and over. A socio-demographic profile of each individual was also obtained.

The hypotheses were that the level of acculturation and level of biculturalism were positively related to: (1) length of exposure to the Anglo culture; (2) having arrived in the United States at an early age; (3) being male; (4) being married to a non-Puerto Rican spouse; (5) receiving a higher income; (6) having low years of age; (7) the number of years of schooling in the United States; (8) having a low number of years of schooling in Puerto Rico; (9) having an occupation with greater exposure to the Anglo culture; and (10) visiting infrequently the origin country, Puerto Rico. The level of acculturation was also hypothesized to be negatively related to the number of children of each individual.

A multiple regression model was used to estimate the functional relationship between the variables. The estimates of the coefficients of the two regression equations, one for the level of acculturation and another for the biculturalism level, provide the partial contribution of each of the explanatory variables to changes in the dependent variables.

Results Analysis of the data resulted in the acceptance of the hypotheses pertaining to the

individual's age, age at arrival in the United States, level of exposure to the Anglo culture, schooling in the United States and in Puerto Rico, income, visits to the country of origin, spouse, ethnicity and number of children.

The most relevant finding of this dissertation is that acculturation and biculturalism occur jointly, provided that there is a community support system within the host culture that enhances the individual's ethnicity.

These findings confirm the major tenets of the model of biculturalism (Szapocznik et al. 1979, 1980) and cultural pluralism (Seda Bonilla, 1979), and seriously challenge the linear model of acculturation (Gordon, 1964) or theory of the melting pot.

104. HESTER, Paul Howard (Ph. D.). "THE EDUCATIONAL BENEFITS OF FOUR PUERTO RICAN COMMUNITIES AS INDICATORS OF POLITICAL INTERACTION: A COMPARATIVE STUDY." University of Connecticut, 1976. 308 pp. Source: DAI, XXXVII, 9A (March, 1977), 5488-A. XUM Order No. 77-4275.

This study is concerned with the educational benefits received by four Puerto Rican communities as indicators of political interaction. The study identifies and develops three key concepts. They are: symbolic benefits (i.e., flags, posters, displays, public tributes, etc.); distributive benefits (i.e., resources expended on buildings, curriculum, salaries, consultative services, etc.); evaluative benefits (i.e., pre- and post-test measures capable of indicating change in intellectual and attitudinal behavior of students). These policy outputs are combined with other variables in an input/output system's framework to analyze whether policy outputs in education are a product of political interaction.

The specific focus of the paper is on the relationship between education policy output for four P. R. communities and the level of economic conditions in those communities; the frequency of political interaction between the leadership of the P. R. communities and school policy makers; and the

progressive or traditional attitude of school policy makers. From combining the foregoing variables three sub-theses are proposed to direct the testing of several hypotheses. They are:

- I. What is the relationship of the level of P. R. economic condition to education policy outputs?
- II. What is the relationship of frequency of political interaction to education policy output?
- III. What is the relationship between progressivism or traditionalism to education policy outputs?

From these questions ten hypotheses were tested. Eight of the ten hypotheses, confirmed, support the utility of the model. In addition, of the 122 policy items found in the school board minutes for four communities 102 were sorted by a consensus of a panel of judges into symbolic, distributive, and evaluative categories (i.e., a percentage of 83.6). This lends strong support to the differentiating powers of the concepts.

The method used in this study was a field study method employed in the manner prescribed by Hunter (1953) and Dahl (1961) for studying community power structure. Schribner's strategy for studying school board minutes is also used. The scales used in the research are Schulze's Acquaintanceship Scale and Kerlinger's Educational Scale VII.

The reader will find the model used in this study to have several practical applications for education administrators. As a research tool, as a framework for administrative planning, as a guide to policy making, and as a teaching device for simulating administrative situations the model has its greatest utility.

First, as a research tool, the model pulls together concepts corresponding to data which is easily accessible to school officials. These variables form an interdependent system which can be logically reduced to quantitative terms for analysis. The data can be treated with a number of statistical tools to reveal certain trends in the decision-making process. (In analyzing the above problem, Spearman Rank Order Correlation, Pearson Product Moment Co-efficients of Correlation, Chi-square and Analysis of Variance Test were used). By using such tools, trends can be described and explained in scientific terms to yield a more precise meaning of the administrative situation.

Second, as a framework for administrative planning the model pulls together several important concepts; such as, symbolic, distributive, and evaluative benefits by which administrators can identify educational activities and program them more efficiently toward educational objectives.

Third, the model can be used as a guide to boards of education to help them identify, organize, and formulate new policies. After policies have been classified and combined into the categories herein, they can be correlated with interaction frequency scores from a demanding population to develop normative indices showing meaningful public concern.

Finally, the model can be used as a teaching device to simulate problematical situations in education administration or similar courses.

105. HOLOWENZAK, Stephen Paul (Ph. D.). "THE ANALYSES OF SELECTED FAMILY BACKGROUND, ACHIEVEMENT, AND AREA OF RESIDENCE-SCHOOL FACTORS INFLUENCING DIFFERENCES IN THE EDUCATIONAL PLANS AND DESIRES OF TWELFTH GRADE MALES AND FEMALES FROM SIX ETHNIC GROUPS." Catholic University of America, 1973. 290 pp. Source: DAI, XXXIV, 11A (May, 1974), 7045-A. XUM Order No. 74-9896.

The investigation was built upon the seminal work of both Coleman et al. (1966) and Mayeske et al. (1968). Unlike these studies, however, the major unit for analyses was Educational Plans and Desires.

This study has a three-fold purpose: (1) to examine the degree to which twelfth grade males and females from six ethnic groups (i.e., Negro, Caucasian, Indian-American, Oriental-American, Puerto Rican, and Mexican-American) differ quantitatively with regard to selected sets of factors associated with Educational Plans and Desires; (2) to determine the interrelationship of Achievement and five Family Background sets of factors with the Educational Plans and Desires of twelfth

grade students; and (3) to determine which Family Background set, Achievement set, or other selected sets of factors, alone or in combination, best explained the variance in the Educational Plans and Desires of twelfth grade students.

Factors considered were: Socio-Economic Status, Family Structure and Stability, Expectations for Excellence, Attitude Toward Life, Educational Plans and Desires, Study Habits, Achievement, and Area of Residence-School. The first two factors when combined made up the set of factors called Home Background. The next four factors when combined made up the set of factors called Family Process. These two sets, when combined, made up the general set of factors called Family Background. The next factor consisted of a number of verbal and computational achievement tests. The Area of Residence factor consisted of two factors, namely, Region of Residence and Urban-Rural Location. The School factor consisted of Teaching Staff and Student Body sets of factors. From these factors, it was hypothesized that there will be significant differences between and among twelfth grade males and females from six ethnic groups on the Family Background, Home Background, Family Process, Achievement, and Other sets of factors associated with Educational Plans and Desires.

Data from the total population of 94,096 twelfth grade subjects from the Equality of Educational Opportunity Survey (Coleman et al., 1966) were subjected to several types of statistical analyses. T-tests and F-Tests were used to determine statistical significance. Correlation, Factor Analysis, and Commonality Analysis were other statistical techniques used to obtain male-female differences on the selected factors and Educational Plans and Desires.

Results showed: (1) Family Background rather than Achievement or Area of Residence-School factors played the greater explanatory role in the Educational Plans and Desires of males and females from six ethnic groups; (2) Family Process rather than Home Background factors played the more profound relative role in the Educational Plans and Desires of males and females when all ethnic groups were combined; (3) Socio-Economic Status rather than Family Structure and Stability factors played the more profound role in the Educational Plans and Desires of twelfth grade students with girls

tending to exceed boys; (4) Expectations for Excellence rather than Attitude Toward Life or Study Habit factors had the greater relative role in Educational Plans and Desires of students with boys tending to exceed girls for the Negro, Caucasian, Puerto Rican, and Mexican-American ethnic groups. The reverse was true for the Indian-American and Oriental-American ethnic groups; (5) Student Body rather than Teaching Staff factors played the more profound relative role in the Educational Plans and Desires of twelfth grade males and females with boys tending to exceed girls for all ethnic groups except Oriental-Americans.

106. HULL, Adrian Louis (Ph. D.). "THE LINGUISTIC ACCOMMODATION OF A CULTURAL INNOVATION AS ILLUSTRATED BY THE GAME OF BASEBALL IN THE SPANISH LANGUAGE OF PUERTO RICO." Columbia University, 1963. 390 pp. Source: DAI, XXV, 12, Part 1 (June, 1965), 7256. XUM Order No. 64-9884.

The adoption of the game of baseball by the Spanish-speaking culture of Puerto Rico posed a problem of considerable magnitude linguistically with reference to the provision of terms and expressions with which to describe the activities, ideas, practices, objects, and situations that the game entails. No Spanish speaking countries have had an indigenous counterpart for this sport.

The present study describes how this linguistic need has been met, analyzing the extent to which the resources of the native language, Puerto Rican Spanish, have been used, and the nature of the borrowing from American English that has occurred. Identification and description of linguistic interference arising from this language contact situation has been included. The study is basically synchronic, dealing with the observed linguistic behavior of Puerto Ricans with reference to the baseball language of Puerto Rico during the last four years.

The items of the corpus have been described and analyzed on the lexical, phonological, morphological, syntactic, and graphic levels. The items have been

selected on the basis of observed usage in connection with the game of baseball. There has been no attempt to separate or distinguish social, regional, colloquial, literary, or other such levels of usage, nor slang or metaphorical from standard language. It is assumed that people from all walks of life go to baseball games and tend to use common expressions that are recognized as the specialized vocabulary of the sport.

The principal source for the oral items has been the radio broadcasts of the baseball games, it being assumed that the narrators are spontaneously describing the action as it occurs, using the language and terminology to which the general public is most accustomed. Magnetic tape recordings were made of a large number of broadcasts, and this investigator was able to listen via transistor radio to hundreds of games that he was attending as a spectator. The central source for the written items has been the newspaper accounts of the games, it again being assumed that since such accounts are being directed to baseball fans, the language and terminology used will be that which is most familiar to them.

The study reveals that the cultural innovation of baseball in Puerto Rico has been attended by language change, which has not been restricted merely to the lexical level. The general implications of the linguistic accommodation of the game of baseball in Puerto Rican Spanish may be summed up by the following four basic observations:

1. There is evidence of accelerated language change in Puerto Rican Spanish as used in connection with the game of baseball.

2. There is evidence of deviations from the norms on all levels--phonological, morphological, syntactic, lexical, and graphic--in Puerto Rican Spanish as used in connection with the game of baseball.

3. There is evidence that American English baseball language has exerted a strong influence on Puerto Rican Spanish baseball language on all these levels.

4. There is evidence that some of the deviations from the norms observed are not due to the linguistic influence of American English.

The study has also made a more-or-less pioneering effort to weave the discipline of semantics into the mechanisms for linguistic analysis. While methodology for semantic investigation is not yet clearly defined, there are indications that further research might yield profitable results. The study offers suggestions for other research, notably in the socio-cultural and psychological fields as well as the statistical and multiple language contact areas.

107. HUNTER, Robert John (Ph. D.). "THE HISTORICAL

EVOLUTION OF THE RELATIONSHIP BETWEEN THE UNITED STATES AND PUERTO RICO: 1898-1963."

University of Pittsburgh, 1963. 429 pp.

Source: DAI, XXV, 4 (October, 1965), 2474-2475.

XUM Order No. 64-5945.

Puerto Ricans, although uncertain of the implications, welcomed American troops ashore in 1898 during the Spanish-American War. Since that time the Island's economy, culture, and political institutions have undergone significant changes. The transition period in which the relationship between island and mainland was being established was not always orderly and cordial. Puerto Ricans were frequently impatient with United States' tendencies to curb their political ambitions. Americans were seldom deeply concerned with Puerto Rican needs or aspirations. Tiny frictions developed which were amplified easily in the provincial atmosphere of the Island.

Puerto Rican political parties were organized. Their platforms were generally based upon alternative solutions to the issue of ultimate political status. Puerto Ricans also agitated for enlarged opportunities--at first for citizenship, for full territorial recognition, and for local autonomy. Some wanted a promise of eventual statehood. Others set independence and an island republic as their goal. Puerto Rican nationalism appeared. Nevertheless, Congress refused to commit itself to any long-range goal. It persisted in granting governmental changes as Puerto Ricans appeared capable of utilizing them. Puerto Ricans pressured an unconcerned, often uninformed Congress to

fulfill their demands.

Although the Island's political status occupied the attention of insular leaders, the existence of poverty and malnutrition could not be ignored. The United States sought to relieve some of the Island's chronic problems. Schools were built; health and sanitation facilities were created. Badly needed roads and bridges were constructed. Gradually the Island's economy underwent a subtle shift. The powerful attraction of the United States' market resulted in heavy insular concentration upon sugar production. The sugar industry became dominated by absentee capital and corporate enterprise. Trade and net insular product rose swiftly, but the Puerto Rican masses failed to benefit materially. Improved medical and health care had resulted in a sharp increase in the Island's population. Unfortunately, unemployment and poverty paralleled this population explosion. Soon economic discontent compounded the tendency toward political dissatisfaction. Demagogues urged extremist measures. Violence flared sporadically. Consequently, discouraged American observers referred darkly to "dynamite on our doorstep," to "the stricken land," and to the "chronic slum of the Caribbean." Few people could foresee any likely solution. Therefore, some United States officials suggested the easy way out--turning the Island loose and leaving it to its fate.

In the agony and bitter travail of the early 1930's, new approaches to Puerto Rico's problems were unveiled. Land reform, forced industrialization, and agricultural diversification were proposed. From this springboard, Puerto Ricans launched their assaults on mass poverty. Their program became known as "Operation Bootstrap." Gradually the Island has been transformed into one of the economic miracles of the twentieth century.

Economic improvement produced a new political climate. This was aided by a world-wide movement opposed to colonialism. A solution to Puerto Rico's status problem was needed. Some officials suggested a plebiscite so that the Islanders might decide their own political destiny. Meanwhile, an Elective-Governor Act for the first time in history granted a territory of the United States the right to choose its own executive. Then in the 1948 political campaign Luis Munoz Marin proposed a solution to the status issue. Surprisingly, Congress granted the revolutionary concept of

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Commonwealth status to Puerto Rico. The Island became a freely associated state under a compact with the United States. Puerto Rico adopted its own constitution and acquired virtual sovereignty. The Commonwealth principle, however, was so unique within the framework of the American constitutional system that it has since been subject to political attacks, legal scrutiny, and world-wide interest. Many Puerto Ricans still regard it as transitory. Thousands seek statehood or independence as the final solution. Thus, after sixty-five years, the evolution of the relationship between the United States and Puerto Rico is still not completed.

108. HYMAN, Shirley Lorraine (Ph. D.). "MEASURED SELF-ESTEEM OF INNER CITY SECONDARY STUDENTS IN RELATION TO SCHOLASTIC ACHIEVEMENT AND OCCUPATIONAL ASPIRATION AND EXPECTATION." Fordham University, 1975. 121 pp. Source: DAI, XXXVI, 3A (September, 1975), 1355-A-1356-A. XUM Order No. 75-18,914.

This investigation attempted to identify the self-esteem levels of minority group high school youth and to use the data for comparisons with a normative population, comparisons within the group, and correlative comparisons with achievement and occupational variables.

The sample population comprised 630 girls and boys enrolled in the ninth and twelfth grades of an inner city high school of New York City whose student body was predominantly black and Puerto Rican. The selected students completed the Coopersmith Self-Esteem Inventory (CSEI) and an Occupational Questionnaire to provide data on self-esteem, a noncognitive variable which has been emerging in the literature as an important factor in learning research. The CSEI is a self-report inventory of 58 statements which the respondents agree are "like" or "unlike" them. Its initial use has been mainly with elementary school children. Since there have been few reported studies made with inner city high school populations, the present study was intended to provide such needed information. The Occupational Questionnaire was developed by the investigator for the purpose of ascertaining levels of

occupational aspiration and expectation which were subsequently correlated with self-esteem.

The data were reported in terms of CSEI group mean scores by sex, grade level, and curricular grouping. In the ninth grade, potential dropouts were identified to determine their influence, if any, upon the findings. The obtained CSEI scores were used for purposes of comparison with existing normative data; for further comparisons within the sample population according to sex, two grade levels, and four curricular groupings; and for the effect of potential dropouts. The *t*-test comparison between the CSEI scores of the sample population and the normative data obtained from a predominantly white, middle-class population resulted in a significantly higher level of self-esteem for the sample population. A three-way analysis of variance and subsequent *t* tests for the sample population mean scores showed no significant difference due to sex in the total population, but significant differences attributable to both grade level and curricular groupings. Students of the twelfth grade showed significantly higher self-esteem than did their ninth-grade colleagues. Significant differences were found in comparisons between curricular groups, specifically between the lowest scoring group, the General, and the highest scoring group, the College Bound; also, between the General and Regents groups and between the Correlated Course and the College Bound groups. The eliminating of CSEI scores of potential dropouts from the total sample population resulted in similar findings for perseverers only. Pearson product-moment correlations between self-esteem and achievement variables and between self-esteem and occupational variables were calculated for curricular and total groups at ninth- and twelfth-grade levels. For the most part, the correlations were not significant. Only in four instances were significant relationships with self-esteem found: in the ninth-grade General group with reading achievement; in the ninth-grade Correlated Course group with occupational aspiration; in the twelfth-grade College Bound group with occupational aspiration and occupational expectation.

The findings clearly indicated a significantly higher self-esteem level among minority group students than among middle-class students, as measured by the Coopersmith Self-Esteem Inventory, an indication, perhaps, that something other than

scholastic achievement operated to enhance the feeling of self-worth. Self-esteem was found to be higher in the twelfth grade than in the ninth, a finding contrary to direction of self-esteem in the elementary school child, but in keeping with research among high school students. In addition, higher CSEI mean scores appeared to accompany the better ability groups. Despite the overwhelming lack of relationships between self-esteem and occupational variables, significant relationships accompanied groups where college and career orientation had been emphasized. Inherent in these findings are recommendations for career orientation in curriculum planning as well as the investigation of self-esteem for more insightful counseling.

I

109. INCLAN, Jaime Esteban (Ph. D.). "FAMILY ORGANIZATION, ACCULTURATION AND PSYCHOLOGICAL SYMPTOMATOLOGY IN SECOND GENERATION PUERTO RICAN WOMEN OF THREE SOCIOECONOMIC CLASS GROUPS." New York University, 1979. 270 pp. Source: DAI, XL, 11B (May, 1980), 5407-B-5408-B. XUM Order No. 8010367.

This study explored the relationship between the family generation and socioeconomic class status of Puerto Rican migrant women and the psychological adjustments to migration that have been made. For purposes of the study, the subjects were divided into three groups according to the socioeconomic status of their families of origin and their current families: low-low, low-middle, and middle-middle. Data on individual, familial, and cultural adjustment were compiled for 141 second generation, non-patient Puerto Rican women.

Socioeconomic class was assessed by means of Hollingshead's Four Factor Index of Social Status (1977), family organization by means of the Family Environment Scale (Moos, 1974c), acculturation by means of the Puerto Rican Acculturation Measure-Revised, which was developed for use in this study, and psychological symptomatology was measured by

means of Symptom Checklist-90-R (Derogatis, 1976).

It was predicted that the nuclear families of the low-low subjects would present structure oriented, the middle-middle subjects expressive oriented, and the low-middle subjects independence oriented family types.

In reference to acculturation it was predicted that low-low subjects would score most Puerto Rican, i.e., very high in the Puerto Rican factor and very low in the American factor. Middle-middle subjects were expected to score American, i.e., high on the American factor and low in the Puerto Rican factor. Low-middle subjects were predicted to present as bicultural, i.e., somewhat high in both the American and the Puerto Rican factors.

The hypotheses concerning psychological symptomatology were that the low-low subjects would present more somatization, paranoia, hostility, and psychoticism; the middle-middle more obsessive compulsiveness and phobic anxiety; and the low-middle would score highest on interpersonal sensitivity, depression, and anxiety.

One way analyses of variance were computed to assess the main hypotheses and multiple regression analyses were conducted in order to establish the best prediction of psychological symptomatology using all the variables.

The results indicated that the low-low families obtained a higher group score in the structure oriented family type than the low-middle or middle-middle families but the difference was not significant than the $p < .95$ level. The families of the low-middle subjects were, as predicted, significantly ($p < .05$) more expressive independence oriented than the low-low subjects but, contrary to predictions, not significantly different than the middle-middle families. The middle-middle subjects reported their nuclear families to be significantly ($p < .05$) more expressive oriented than the low-low or the low-middle families.

The data obtained for ethnic identification corroborated only the hypothesis advanced for the low-middle group. The low-low group obtained low scores on both factors (marginal ethnic identification). The middle-middle subjects scored high on both factors (bicultural identification). The low-

middle group also scored bicultural, as predicted.

Contrary to predictions, the subjects in all three socioeconomic groups presented an identical symptom pattern. The intensity of reported symptomatology, however, varied according to socioeconomic class: the low-low subjects presented significantly more ($p < .05$) symptomatology than the low-middle or the middle-middle groups in all twelve dimensions measured.

The results from the hierarchical stepwise multiple regression analyses established: (a) that knowledge about acculturation significantly ($p < .05$) improves the prediction of individual or global symptom expression when only socioeconomic status information is available, and (b) that knowledge about family type significantly ($p < .05$) improves the prediction of individual or global symptom expression when socioeconomic class and acculturation have already been established.

The results were interpreted in light of the current literature on Puerto Rican migration and the implications from the findings were discussed. Further questions and research possibilities were presented.

110. INFANTE, Isa María (Ph. D.). "POLITICALIZATION OF MIGRANT WOMEN FROM PUERTO RICO AND THE DOMINICAN REPUBLIC." University of California, Riverside, 1977. 248 pp. Source: DAI, XXXVIII, 6A (December, 1977), 3700-A. XUM Order No. 77-27,129.

Statement of the Problem

The purpose of this study is to examine immigrant women from Puerto Rico and the Dominican Republic living in the United States in order to determine to what extent they become active participants in the political process and whether this incorporation leads to feminism. Our examination attempted to chart the process involved in the "loosening" of Puerto Rican and Dominican women from their traditional society and their "binding" to new social networks, and how once, having become

bound, some of these women undergo the transition to feminism.

Methods for Studying the Problem

Our findings are based on: 1) a questionnaire administered to a sample of two hundred women; 2) in-depth interviews; and 3) participant observation. We divided the women into two groups: self-defined feminists, and all others, which we called non-feminists. This was done in order to compare the differences between the two groups and isolate from these differences the key factors which caused some women to become feminists. All the respondents had organizational affiliation, and based on total population ratios, one hundred fifty women were interviewed in New York and fifty women in California.

Summary of Findings

The results of our study showed that in order for Puerto Rican and Dominican immigrant women to have become feminists, they had generally to have undergone the following sequence: 1) a pattern of deviancy from the social norms in the Islands (this was true of seventy-eight percent of the immigrant women which showed an atypically high participation in the labor force, higher levels of education, and a tendency to question church authority. These were the women who generally immigrated to the United States.); 2) a resocialization mainly through participation in organizational activity; 3) exposure to women's issues and activities in the United States (we found that when women become exposed to women's issues and activities they begin to question women's roles. This exposure causes behavioral changes which may gradually reach a point where women's behavior is classified as deviant.); 4) independence from social networks (great pressure is created by being a deviant in society; therefore, these women break away from the traditional social networks and redefine their roles in society.); and 5) exclusive participation in autonomous women's organizations. (In redefining their roles, these women found it unbearable to continue their participation in male-oriented organizations. Therefore, they joined autonomous women's organizations.)

This led us to hypothesize that the greater the independence from social networks and the greater

the exposure to women's issues and activities, the greater the likelihood that male-oriented traditional and radical political organizations will be viewed as not fulfilling women's needs and that women will join autonomous women's groups as alternative methods of seeking their political, economic, and social rights.

111. IRIZARRY, Rafael Louis (Ed. D.). "DEPENDENCY, INDUSTRIALIZATION AND OVEREDUCATION IN THE UNDERDEVELOPED COUNTRIES." Harvard University, 1981. 275 pp. Source: DAI, XLII, 6A (December, 1981), 2373-A. XUM Order No. 8126201.

The thesis analyzes the problem of overeducation in less developed countries (LDC) applying the historical structural approach of the dependency paradigm of development and underdevelopment. Overeducation consists of high unemployment, underutilization, and mis-utilization of groups with secondary and post-secondary education, while the majority of the population lacks primary education.

Current institutionalist and neo-classical economics explanations attribute these problems to misguided educational policies that favor humanistic over scientific and technical programs of study, and also higher educational levels over primary levels; and to employment policies that stimulate the pursuance of unnecessary and irrelevant higher levels of education.

The thesis views these problems as ones rooted in the structures of dependency. These structures consist of dependence of the less developed countries on financial capital and on capital intensive technology of developed countries, fragmented industrialization, and the prevalence of external linkages of the industrial sector. Such structures are closely associated with internal social structures such as concentration of productive assets and income, and with social polarization and marginalization.

An historical and comparative case study is made of dependency and overeducation of Puerto Rico and India, and other industrializing less developed countries. Statistical analysis is made to determine a common configuration of educational

institutional patterns and of social and economic structures of dependency in LDC.

Data are drawn from historic and sociological studies, and from statistical publications and survey reports of national government ministries and of international agencies.

It concludes that overeducation is not mainly the result of institutional or policy deficiencies. To overcome this problem educational planning has to be coordinated with economic and political decision-making to transform the structures of dependence.

J

112. JACOB, Evelyn Joan (Ph. D.). "THE INFLUENCE OF CULTURE AND ENVIRONMENT ON COGNITION: A CASE STUDY IN A PUERTO RICAN TOWN." University of Pennsylvania, 1977. 310 pp. Source: DAI, XXXVIII, 11A (May, 1978), 6799-A-6800-A. XUM Order No. 7806601.

This study focuses on how culture and environment influence cognition. Following an interdisciplinary approach, a case study of kindergarten-aged children in Utuado, Puerto Rico is presented, and a model of relationships among non-genetic factors and children's cognition is formulated and tested. The focus of this study is the pueblo (town) of Utuado, which is located in the western highlands of Puerto Rico. Data were collected between November, 1974, and September, 1975. Participant observation was done in the town over a period of ten months; detailed data were collected on a sample of 29 kindergarten-aged children. These data include detailed observations of their activities at home and in school, interviews with their female caretakers and teachers, and their scores on the Stanford-Binet test. Utuañeños recognize three main social subdivisions in the town; these three groups (referred to as upper middle class, middle middle class, and lower class in the study) and sex are the bases for intra-community comparisons.

The broad ethnographic context of children's lives is presented. Important cultural values and environmental features that influence kindergarten-aged children's lives are also described. In the home setting the concept of capacidad (capacity), differences in expectations for boys and girls, and the importance of a wide network of warm, loving relationships are discussed. There is no sharp break between home and school for most kindergarten-aged children. The atmosphere in the kindergartens is relaxed, informal, and supportive. An overview of the home activities of the kindergarten-aged children is also presented. These activities include speech, motor activities, rule-bound games, card and board games, reading, writing, counting, building, conversation, chores, watching television, pretending, grooming, watching others, eating, and playing with miscellaneous toys.

The model presented of relationships among non-genetic factors and children's cognition suggests that factors in the children's immediate environment and the cultural values of the community affect children's test scores both directly and indirectly through their influence on the children's activities where they develop competence and learn the "rules" for performance. Data on the immediate environment and culture affecting kindergarten-aged children, on one type of children's activities (speech frequency), and the children's scores on the Stanford-Binet are used with the method of path analysis to test the model. The children's test scores are positively related to the number of years their primary male caretakers were in school (a measure of social class), the number of adults other than their primary caretakers living in the same household, and the number of their spontaneous utterances at home (a measure of children's activities); their scores are inversely related to the number of places they have lived (a measure of the security/warmth cultural value). An important finding of this analysis is that part of the influence of the male caretakers' education on children's test scores is mediated through its influence on the children's spontaneous utterances at home. The results of the path analysis indicate that the model presented is a fruitful way to approach the study of the influence of non-genetic factors on cognition, and that we can gain further insight into how these factors influence cognition through studying children's activities in everyday life.

This study also shows that contextual influences on performance are important. First, there are indications that middle class and lower class children were differentially influenced by the observer's presence in the home. Secondly, in terms of speech frequency, some children behave very differently at home and at school. Some of the children who speak most at home are characterized by the teacher as being quiet and not having warm, sharing relationships with other students or the teacher.

113. JAMERSON, Reginald Earl (Ed. D.). "A STUDY OF SELF-CONCEPT OF ART AND ACADEMIC ABILITY OF SECONDARY STUDENTS WITH EMPHASIS ON THE BLACK PERSPECTIVE." University of Massachusetts, 1973. 175 pp. Source: DAI, XXXIV, 10A (April, 1974), 6261-A-6262-A. XUM Order No. 74-8604.

This study is relatively unique in terms of dealing with self-concepts of students who are on the secondary level of education. Almost all previous studies dealing with self-concepts have been done with children on the primary or elementary level of educational instruction. This study is based on the assumption that art can enhance secondary students' self-concepts and that there is a definite relationship between self-concept, divergent thinking and other related attitudes. High self-concept students tend to score significantly greater than low self-concept students on self evaluation of creative abilities and originality.

Some research studies have said that the evolution of a positive self-concept can and does, in fact, result from "creative" experiences with various art forms. The quality of the students' art environment should provide them with the people whom they can relate to and identify with; teachers and raw materials upon which they can project themselves: drawing, painting, sculpture, print-making and ceramics. The art teacher must, by necessity, show genuine human concern and respect for students within the area of the fine arts, in order to create an atmosphere which is conducive to providing the opportunities for the subsequent

evolvment of independence and individuality.

The procedure was to research and analyze data gathered by pre-testing and post-testing students to determine their self-concepts in English, history, math and science as well as the fine arts. This study was also concerned with correlations based on sex, race, and between classes within the same areas of study as they pertain to Self-Concept of Academic Ability.

The problem was to measure what possible changes would occur in students' self-concept of academic and art ability after a semester of art instruction to determine correlations between academic and art ability and correlations between self-concepts and grades.

The following instruments were utilized: (1) Brookover's Self-Concept of (Academic) Ability Scale, (2) Bastian's Self-Concept of Ability in Art Scale and (3) Brookover's Self-Concept of Ability Scale in Reference to Specific Academic Abilities.

Students used in this study were enrolled in art and academic classes at Van Sickle Junior High School in Springfield, Massachusetts. These students were members of seven independent classes: English, history, math, science and three (3) general art classes. Each group was categorized as: (1) college-oriented, (2) technical school-oriented, and (3) non-college-oriented.

All students involved in this study were on the ninth grade level of public school instruction and equivalent to high school freshmen. The racial or ethnic composition of the total group was sixty-four percent white and thirty-six percent black/Puerto Rican. By sex, the classes were composed of fifty-five percent males and forty-five percent females.

The accumulated evidence from this research project utilizing the Self-Concept of Art and Academic Ability Scales shows that they are capable of, somewhat accurately, predicting relationships of the self-concept scales and achievement.

Contrary to literature on sex differences in self-concept which stipulate that girls are more likely than boys to have lower self-esteem due in essence to parental expectation, the investigator's findings were diametrically opposite. Likewise,

contradicting most self-concept literature, this investigator's research study shows that black male and female students scored higher on the pre-test and post-test of self-concept of art ability than their white counterparts; this may be attributed to the structure and medium of art, where such academic skills as reading and writing are not considered relevant to success in art.

114. JIMENEZ DE RAMIREZ, Iris (Ph. D.). "EFFECT ON RESIDENTS' ATTITUDES OF SOCIAL, PHYSICAL, AND ENVIRONMENTAL ASPECTS OF HIGH-RISE CONDOMINIUM LIVING IN METROPOLITAN SAN JUAN." University of North Carolina at Greensboro, 1981. 169 pp. Source: DAI, XLII, 3B (September, 1981), 980-B. XUM Order No. 8118775.

This exploratory study analyzed residents' attitudes toward high-rise condominium living in relation to: (1) socioeconomic and housing-related characteristics, and (2) social, physical and environmental aspects of the condominium. The random sample consisted of 260 condominium owner residents living in metropolitan San Juan, Puerto Rico, during November 1980. Data collected from homemakers by scheduled interviews were analyzed using frequency counts, percentages, means, standard deviations, modes, Kendall's tau correlation coefficients, t-tests, analyses of variance and multiple regression analyses.

Analyses of socioeconomic variables showed that slightly over half of the households were composed of married couples and about one third of singles living alone. A typical husband-wife household was composed of two or three members with a male reference person whose age ranged between 26 to 45 years and a spouse the same age or younger. The reference person and the spouse were well educated; 73 and 60 percent respectively had a college degree. Over half of the households had a yearly income of \$20,000 or more.

Housing-related characteristics revealed that the average length of apartment occupancy was five years. A large majority of the respondents

considered the apartment permanent housing, and most had lived in urban areas in a single-family detached house during childhood. Security of property, accessibility to community facilities and services, and ease of maintenance were the most common reasons for purchasing a condominium apartment. The three most-liked aspects of condominium living were, in order of importance, privacy, security, and accessibility; the least-liked aspects were parking facilities, poor management, and cost of the condominium unit. The average price of a condominium unit was \$45,937; the average monthly payment, \$346.

Analysis of the mean scores of the Likert-type attitude scale showed a moderately positive attitude toward high-rise condominium living. A majority of the respondents agreed or strongly agreed that high-rise condominiums limit self-expression, are noisy, too crowded with people, or impersonal which is indicative of positivism toward condominiums.

Data regarding social aspects of condominium living indicated the following in relation to most of the respondents: low participation in condominium issues and in social interaction activities within the condominium, moderate satisfaction with management, unawareness of the condominium concepts that were included, awareness of abuse to building and facilities of the condominium, and high adjustment to condominium living.

Generally, physical design features of the condominium were rated between good and excellent for the apartment and between satisfactory and good for the building. The security of the condominium was classified as good or excellent; the neighborhood and accessibility to community facilities and services were evaluated as very good.

The factors that were significantly associated with residents' attitude toward high-rise condominium living were length of apartment occupancy, intended apartment occupancy, preference of dwelling type, zone of location of the condominium, practice of rules of conduct, social interaction involvement, knowledge of condominium concepts, number of friends within the building, participation in condominium issues, satisfaction with management, features related to the apartment or building, accessibility, security, and neighborhood.

Forty percent of the variability in attitude toward high-rise condominiums was explained by the rating given to the apartment and building features, permanency of intended occupancy, and their satisfaction with management ($R^2 = .397$, $F = 37.95$, $p < .01$).

The conclusions resulting from this study were that research on the micro-environment of individual condominiums is essential, that other variables which were not included in this study may also have influenced the residents' attitudes, and that not all high-rise housing has limitations and neither do all occupants manifest a negative attitude toward that form of dwelling.

115. JOHNSON, Carlota C. (Ph. D.). "NONCOGNITIVE DETERMINANTS OF ACADEMIC SUCCESS IN HIGH-RISK MEXICANS AND PUERTO RICANS." University of Chicago, 1982. Source: DAI, XLIII, 3A (September, 1982), 642-A.

The possible effect of high-risk Mexicans' and Puerto Ricans' expectations and perceptions on their academic success was the focus of this investigation.

The study looked for significant differences across time on students' expectations scores as well as between means for persisters and dropouts on expectations and on perceptions scores. Group membership (sex, program and ethnic origin) was also tested in relation to persistence in college. Several expectations and perceptions variables were tested as predictors of persistence in college and G. P. A. The possibility of differential behavior of these variables by subgroups was also investigated.

Data were collected by self-report questionnaires in three community colleges at the beginning and end of the fall semester. Students were taking remedial reading courses.

No meaningful changes across time were found in expectations scores and no meaningful differences were found between persisters and dropouts on expectations or perceptions scores. A Chi-square

(X^2) test for equality of proportions revealed that there were no significant interactions between persistence in college and sex, program or ethnic origin.

Multiple regression analyses by moderator sub-groups revealed that personality-motivational-situational as well as cognitive factors are differentially important in the prediction of persistence in college by ethnic origin and program. G. P. A., expectations of school achievement and expectations of success were better predictors for Puerto Ricans while family responsibilities was a better predictor for Mexicans. Reading test and expectations of school achievement came out as the best predictors of G. P. A. for the whole group of students. Expectations of self and ethnic factor seemed to work differentially by sex.

It is possible that urban community colleges consider all Hispanics as similar. This study suggests that high-risk Mexicans and Puerto Ricans are different. They leave college for different reasons. Data such as these would be useful in the selection of admissions criteria, evaluation of prospective college candidates, planning and implementation of counseling services as well as the design of programs to help these students cope with college work.

K

116. KAO, Rosann Santora (Ph. D.). "SHARING OF HOME-MAKING TASKS BETWEEN NEW YORK CITY PUERTO RICAN WORKING CLASS HUSBANDS AND WIVES AS RELATED TO THE WIFE'S FAMILY LIFE ATTITUDES AND HER EMPLOYMENT OR NONEMPLOYMENT." New York University, 1974. 213 pp. Source: DAI, XXXV, 2B (August, 1974), 924-B. XUM Order No. 74-17,141.

The major objective was to examine the ways in which working class Puerto Rican women shared homemaking tasks with their husbands. The two main variables that were related to the degree of sharing were the employment status of the wives and

their family life attitudes. Sharing of homemaking tasks was considered in terms of number of tasks and time involved in completing tasks.

The sample was composed of 64 working class Puerto Rican women who lived in New York City. The women were married, with husbands present, and all cared for at least one school-age child. Three instruments were used: a Checklist of Homemaking Tasks, two short Family Attitudes Scales and a Background Data Sheet. Data was collected through individual interviews during the 1970-71 academic year.

The results indicated that food preparation and clothing related tasks were most often performed by women alone. Housekeeping tasks were shared with other family members. Women alone usually performed those tasks that demanded specialized knowledge or skills, were complex, required personal service or those carried out during the early part of the day. This was true regardless of employment status of the women.

The tasks which men most often completed on their own were repair work, bill paying, record keeping, and emptying the garbage. While these ranked highest on the men's list, these tasks were carried out almost equally as often by women alone, or by the couple together. The employment status of the wife accounted for little difference in the number or kind of tasks completed by men alone.

The tasks most often performed jointly by the couple were: playing with the child, putting the child to bed, food shopping, clothes shopping, and management activities such as paying bills. However, these tasks were often also performed by the wives alone. Employed wives shared more of these tasks with their husbands than did full-time homemakers.

The first hypothesis tested was that employed women tended to hold less traditional family life attitudes than full-time homemakers. The results suggested a moderate degree of association between employment status and family life attitudes. Chi square was the statistic used with all sets of data in the study.

The second hypothesis tested was that employed wives shared more time in homemaking activities

with their husbands than did full-time homemakers. The resulting chi square was significant suggesting a slight degree of association between the wife's employment and sharing of work in the home with the husband.

The third hypothesis was that wives who held modern attitudes toward family life shared more time in homemaking activities than wives who held traditional attitudes. The results suggested a moderate degree of association between modern family life attitudes of the wives and the amount of shared time in homemaking activities.

The following general conclusions seem most appropriate for the present study:

When considering who performs homemaking tasks, most of the work in the home was completed by the wife alone. This was true whether the amount of work was estimated by number of tasks or hours involved.

Husbands spent relatively little time working alone at homemaking tasks, regardless of the employment status or family life attitude of the wife.

Help from the husband more often came through joint accomplishments with the wife than through contributions of the husband working alone.

The two variables measured in this study--employment and family life attitudes of women--were more closely related to the amount of time women spent working alone in the household, rather than to amount of time shared by the couple working together.

Employed wives seem to have less traditional family attitudes and share more responsibilities with their families than did homemakers.

117. KEIMIG, Joseph F. (Ph. D.). "THE USE OF ADULT EDUCATION IN THE EMERGENCE OF A NEW ORDER IN PUERTO RICO." University of Chicago, 1964.
Source: Abstract from Author; CDI (1861-1972), XXIII, p. 548.

Background of the Study

In 1951, Stuart Chase, in his progress report on Puerto Rico's economic development program, "Operation Bootstrap," wrote: "If Puerto Rico can shift her patterns and offer a lucid record of just how it is done, all the world will watch the demonstration. For the dilemma of this little Island is the world's dilemma." The present study is a record of Puerto Rico's endeavors during the past two decades to shift her patterns of life by employing, wholly or in part, the processes of education in an effort to solve the Island's most pressing problems. In the election of 1940, the insular masses, the jibaros, under the leadership of a new political party, the Partido Popular Democrático, set in motion a peaceful revolution aimed at the elimination of extreme poverty, ignorance, and ill-health.

The starting point of the Puerto Rican social renovation was the re-education of the adult rural masses, the jibaros, who constituted, in 1938, approximately 70 per cent of the Island's 1,869,255 inhabitants. Luis Muñoz Marín and the leaders of the Popular Democratic Party who planned the Island's reform realized that the jibaros, because of their very numbers and the magnitude of their problems, had to be the focal point of attention in any realistic endeavor at social reconstruction. The adult educational programs designed by these leaders as a means for renovating insular rural society were, therefore, concentrated upon the jibaros--a fact which explains why, in this study of the Puerto Rican adult education programs, the re-education of the jibaros is the focus of attention.

In this study, the term "adult education" is used in its broadest sense and refers to all the ways and means by which the government of Puerto Rico sought, through consciously planned programs, to influence the jibaro to increase his knowledge and to apply this knowledge in the modernization of his attitude and the improvement of his behavior and way of life. The word "jibaro" is a term used in Puerto Rico to identify the large segment of the population who live in the mountain areas and who depend primarily upon agriculture for their source of livelihood. The jibaros, along with the poor of the cities and towns, make up the lowest economic class of Puerto Rico. In 1938, most of

the jibaros were poverty-stricken, illiterate, chronically ill shack-dwellers who lived a primitive sort of life, isolated from the outside world, with little community organization and with few institutional facilities such as schools and churches to minister to their needs.

The purpose of the study was to show how, in Puerto Rico, adult education was used as a means for the renovation of insular society. To achieve its purpose, the study was designed as a history and analysis of a series of insular adult educational programs that were developed to help bring about the emergence of a new order in Puerto Rico. The approach to the study was that of an investigator-observer. Data for the study were obtained from three sources: documents, interviews, and personal observation. Personal familiarity with the Island and its people gained through nearly six years of residence and teaching in Puerto Rico made unsupervised on-the-spot observations a valuable source of information and verification. Gaps exist in the data collected; the greatest lack is that of any concrete evaluative evidence of the effectiveness of various educational devices and methods used in each of the adult educational programs. The scope of the present study of adult education was condensed to concentrate on five major educational efforts: political, literacy, health, land-use, and community education from 1938 to 1960.

The study was divided into three sections. To place the adult educational programs sponsored by the Puerto Rican government during the past two decades in historical perspective and thereby indicate the necessity for the comprehensive nature of the reforms initiated as well as the importance of the educational approach adopted as the means to solve the existing conditions, the first section of the study was devoted to tracing the cultural, social, and economic circumstances which determined the development of jibaro society and the political background from which the Partido Popular emerged. The second part of the study was devoted to the history of each of the adult educational programs and an analysis of the educational techniques, devices, and methodologies used. The final section of the study outlined the results attributable, insofar as this was possible, to the adult educational efforts, the educational lessons suggested by the programs, and a critical evaluation, as far

as the limited data would allow, of the educational devices and methodologies used.

Throughout the centuries of Spanish sovereignty over the Island of Puerto Rico, no effective effort had been made to improve the lot of the jibaros, who were a racial and cultural composite of Spanish, Indian, and Negro ancestry. Insular leadership was centered in the towns and restricted only to those of pure Spanish blood. When the United States took possession of Puerto Rico in 1898 as part of the terms of peace agreed upon at the end of the Spanish-American War, the American school system, medical centers, and churches organized by Catholic and Protestant missionaries from the North American mainland developed rapidly in the towns. The jibaros, scattered throughout the countryside, were left relatively unaffected. American investors bought up large tracts of land and established an efficient plantation system, giving the Island a seasonal monocultural economy based on sugar and landless jibaro labor which averaged about 15 cents an hour. Insular economic and political life was determined largely by American corporate interests which furnished the Puerto Rican political parties with funds for campaigns and for the purchase of jibaro votes.

At no time in the history of Puerto Rico had a jibaro risen to prominence as the leader of his class. During the early decades of the twentieth century, two Spanish aristocrats, Luis Muñoz Rivera, founder of the Union Party and the newspaper, La Democracia, and Santiago Iglesias Pantín, organizer of the Socialist Party, had espoused the cause of the insular poor, but their efforts bore little fruit. In 1936, Luis Muñoz Marín, the son of Muñoz Rivera, after a checkered political apprenticeship which culminated in his expulsion from the Liberal Party as the result of a disagreement with the party's president over a question of insular independence, retired to the mountains, where he learned at firsthand the needs and aspirations of the jibaros whose plight he had been conscious of since youth. Fired with a desire to help the impoverished masses, Muñoz, with the aid of a group of young, reform-conscious men and women who left the Liberal Party when Muñoz was ousted, organized the Partido Popular Democrático to work for economic and social reforms. In the election of 1940, following an intensive two-year effort to convince the peasants of the importance of a free,

unsold vote as the democratic citizen's instrument for making or breaking the power of any political party, the Popular candidates won the support of the jibaros and gained virtual control of both houses of the insular legislature. With the cooperation and guidance of Rexford C. Tugwell, appointed Governor of Puerto Rico in 1941, the Popular legislators began a program of insular reform, a great part of which was, wholly or in part, educational.

118. KELLY, Lenore Mary (Ph. D.). "COMMUNITY IDENTIFICATION AMONG SECOND GENERATION PUERTO RICANS: ITS RELATION TO OCCUPATIONAL SUCCESS." Fordham University, 1971. 357 pp. Source: DAI, XXXII, 4A (October, 1971), 2223-A. XUM Order No. 71-26,977.

The data available on Puerto Ricans in New York City suggest that over the span of a generation, Puerto Ricans have made significant advances in the occupational sphere. Their spread in the occupational hierarchy, however, leads one to question why some second generation Puerto Ricans have become occupationally successful while others have either remained stable or become downwardly mobile.

In an attempt to identify the factors related to varying degrees of occupational success and also to guide those who are determining policy and programs which could assist the mobility of both first and second generation Puerto Ricans, the present exploratory study was undertaken.

During a three-month period beginning in the fall of 1968, in-depth interviews were conducted among thirty married Puerto Rican men who resided in Brooklyn, had some contact with the Puerto Rican community, and represented three levels of occupational success: successful, stable, and unsuccessful. A review of the literature in Industrial Sociology and Assimilation of Immigrants suggested the areas that were to be explored. The former pointed to variables associated with occupational status and mobility; the latter described the process of assimilation and the importance of the ethnic community in supporting or hindering occupational success.

Responses were analyzed according to several major variables: occupational careers; inter-generational influences; and cultural and social assimilation, particularly the latter as is indicated by residence, informal associations with other Puerto Ricans, and participation in institutions and voluntary associations. From this study, several conclusions emerge which appear to have theoretical and practical significance.

The evidence suggests that occupational success does not necessitate a break with one's ethnic community. Because of the nature of the sample, no statement can be made about those second generation Puerto Ricans who have cast off their ethnicity and disappeared into the wider American population. Among the known second generation who are still in contact with the Puerto Rican community, however, the evidence suggests that the successful are likely to retain a close relationship with the Puerto Rican community, to express a pride in their Puerto Rican identity, and to seek to perpetuate it in their children. As the occupationally stable acquire skills for future mobility, they begin to follow this same pattern. The loss of community strength and ethnic identity, and the weakening of ties with one's cultural past are more likely to be associated with failure to advance or with downward occupational mobility.

The results of this study further suggest that much of what has been written in Industrial Sociology is relevant for understanding the Puerto Rican in the work sphere. The life styles of the respondents in each of the three categories of occupational success closely match those described by occupational sociologists in comparable classifications where ethnicity has not been considered. Moreover, the similarity in family stability, residential patterns, and participation in institutions, all of which the respondents share in common with others at their occupational level, are indicative of the degree of their integration into the host society, rather than a disassociation from their ethnicity.

While the ethnic community continues into the second generation, its nature ceases to be identified with a specific geographical locality as it was for the first generation. It changes to that of a strong sense of identity with Puerto Rican interests, continued social contacts with other

Puerto Ricans, and an appreciation of certain aspects of one's cultural heritage, such as the ability to speak and read Spanish.

119. KERNSTOCK, Elwyn Nicholas (Ph. D.). "HOW NEW MIGRANTS BEHAVE POLITICALLY: THE PUERTO RICAN IN HARTFORD, 1970." University of Connecticut, 1972. 454 pp. Source: DAI, XXXIII, 6A (December, 1972), 2989-A. XUM Order No. 72-32,147.

How New Migrants Behave Politically investigates the potential and possible development of a new political sub-community within the social, economic, geographic and political boundaries of a larger established political community. The newcomers are puertorriqueños, the host community is Hartford, Connecticut, the time is 1970.

The author uses both traditional techniques and modern survey research in order to ascertain the individual and group attitudes and behavior of the recent migrants. The operational design called for two surveys to be conducted among the Hartford Puerto Rican population. The first, utilizing a prepared questionnaire of 155 questions, provided 200 interviews from among the approximately 18,000 Puerto Rican residents of Hartford. The sample was constructed on a dwelling unit basis generally conforming to the simple random sampling techniques outlined by Blalock in his Social Statistics.

The other survey involved a small pool of community notables. The interviewing technique for these included the completion of the same questionnaire that was given to the general sample, as well as an in-depth interview designed to find out attitudes and insights not easily reduced to the questionnaire format.

Chapters I-III of the study illuminate the environment from which the puertorriqueños emigrated. In addition to a brief history of some political and economic factors having a bearing upon the lifestyle of these migrants, it includes selected examples of relatively recent studies by Puerto Rican social scientists working in the areas of

political attitudes and behavior among the Puerto Ricans on their home Island.

Chapter IV describes the patterns of migration, and offers one theory of Puerto Rican out-migrations. Chapters V and VI furnish the reader with salient political and geographic aspects of the new environment. Some historical comment is made concerning previous immigrations to Hartford, and certain of that city's social and economic problems likewise are presented in order to provide the perspective for an evaluation of the survey research findings.

In Chapters VIII and IX of Part II data obtained from the sample are analyzed in such a way as to provide the reader with a broad view of a distinctive mode of living. Various issues identified as being topics "talked about" in the home, among friends, or with co-workers, community and political leaders are identified and collated.

In the next two chapters of Part II the author constructs and considers various indices, some of which are based upon reactions to specific confrontation situations, utilization of mass media, and participation in selected political activities, as well as upon attitudes concerning the degree to which the sample shows a willingness to try new solutions for old, recurring, or new problems. In these chapters one debates the argument that, within determinable levels of probability, the political behavior of a particular group can be shown to be a function of observable independent variables built of demographic facts, attitudes, perceptions and other behavioral patterns acting singly or in sets with measurable proportions.

Leadership and leaders are the subject material for Chapter X. Puerto Rican notables identified as having varying degrees of influence and reputation among the city's puertorriqueños are ranked. Bivariate correlations focus in upon the interaction between the sample and the notables in the areas of needs, interests, cognitions and political action.

Stepwise multiple regression analyses are utilized to suggest possible answers concerning what and to what extent some behavioral patterns and attitudinal sets can be affected by other independent and attitudinal variables. In Chapters XI, XII, and XIII leadership, nationalism, nonvoting

and voting political activities are analyzed in such a manner.

The reader need not be expert in the statistics of survey research. Footnotes refer to several fine texts from which one may obtain or renew a familiarity with the general vocabulary and techniques used. Details of the sample-building as well as the more commonly employed tests and some terminology are to be found in Chapter VII at the beginning of Part II. Other supportive information such as the questionnaire, code books, and descriptive statistics are included as appendices.

Certain broad generalizations were made evident. The data and various statistical tests confirmed a rather generally accepted concept that until the process of political socialization shall take effect newcomers to an established community continue to behave politically as individuals in accordance with their native sets of attitudes and other behavioral characteristics. More central to the study's goals is the finding that mere ethnic commonality is not sufficient basis for the development of a political sub-community within a culturally pluralistic host community.

120. KNUDSON, Doris Gonzalez (Ph. D.). "INTERPERSONAL DYNAMICS AND MOTHERS' INVOLVEMENT IN FATHER-DAUGHTER INCEST IN PUERTO RICO." Ohio State University, 1981. 165 pp. Source: DAI, XLII, 7A (January, 1982), 3305-A. XUM Order No. 8129043.

Incest as a form of sexual abuse has been regarded as a serious social problem throughout the world. This study was undertaken: to examine the pattern of father-mother-daughter interaction in incestuous families; to explore the circumstances of the abuse; and to assess the mothers' possible involvement. A case study design which had an exploratory focus was utilized. Data were collected by interviewing the case therapists and 24 mothers of 36 girls involved in father-daughter incest, who received services in the Puerto Rican Rape Crisis Center during the years 1978-1980. Two interview schedules which contained open and closed-ended questions were used for collecting data.

The significant findings were: the families represented all social, economic and educational strata; families were dysfunctional in various areas; the majority of mothers (53 percent) were victims of physical, emotional and/or sexual abuse by their husbands; marital relationships were poor in 64 percent of the cases; nine mothers described sex as a main dysfunctional area; the quality of the relationship of mother and abused child was good; 36 percent of the fathers were habitual alcohol drinkers; 12 percent had criminal records before the event; 24 percent had sexually abused other females before incest; incest occurred in the permanent residence of the child in 79 percent of the cases; the child was threatened with physical harm by the father in 67 percent of the cases; 82 percent of the girls were under 12 years of age; 24 percent of the mothers did not protect the child from the abuse; mothers, in general, were passive, this behavior being mainly a consequence of the husbands' taking away their maternal and marital responsibilities.

Some of the implications of the study are: parents should be equipped with resources to fulfill their roles; marriage counseling services should be more available; children should be educated about sexual matters early; incest laws should focus on the issue of sexual exploitation rather than marriage; more research projects that help generate intervention techniques for treating these cases are needed.

L

121. LATORTUE, Paul Rene (Ph. D.). "THE EMPLOYMENT PROBLEM AND THE GROWTH OF HIGHER EDUCATION IN PUERTO RICO." State University of New York at Binghamton, 1980. 216 pp. Source: DAI, XLI, 6A (December, 1980), 2712-A. XUM Order No. 8027542.

During the 1970's, university enrollments in Puerto Rico have increased more rapidly than expected. University administrators have often attributed the phenomenon to the 1973 Federal Basic

Educational Opportunity Grant legislation. However, a closer look shows that the high school-university entrance ratios started to accelerate around 1970-71. Interestingly, the unemployment rate for high school graduates also started increasing around that time. By the middle of the decade, university graduates also suffered higher unemployment. However, in 1976, 75% of the high school class entered the university.

This dissertation investigates if the economic value of a university education has increased in Puerto Rico over the 1969-1976 period, as Human Capital Theory would suggest. It also attempts to estimate the relative importance of the changing financial variables vis-a-vis that of changing unemployment and other labor market variables in the economic incentives for university enrollment in Puerto Rico.

We used cost/benefit model adjusted for unemployment and labor force participation of both high school and college graduates. The model estimated the 1969 and 1976 expected private rates of return to university education for males as well as females, and for private as well as public university students. It also estimated a number of hypothetical 1976 rates, assuming that 1976 students faced each of the labor market conditions (unemployment, labor force participation, wage) prevailing in 1969. Likewise, hypothetical 1976 rates were calculated, assuming the 1976 students faced each of the educational finance availability (grants, loans, tuition and fees) of 1969. The discrepancies between the 1976 expected rates and these 1976 hypothetical rates for each variable under consideration yielded the partial contribution of this particular variable to the changing structure of incentives.

The results showed that the 1976 expected rates of return ranged 9% to 36% above the 1969 estimates. The increases were more important for females, students of private universities, and those who lived at home and commuted to school. The results also showed that the increases in the private profitability of a university degree were, at least, equally due to changing labor market conditions as well as changing availability of educational finance. On the labor market side, the changes in employment opportunities of college versus non-college graduates were more important

than the changes in basic pay differentials.

From a larger point of view, the results denote three current trends in Puerto Rico: a greater worsening of the employment situation for high school graduates; a social policy of maintaining very low direct university cost to the individual student; and a public commitment to protect the income and employment of university graduates, even through a federally-financed enlargement of the government bureaucracy.

Evidently, such a course is not self-sustaining in the long-run unless the structure of the economy changes very rapidly, to allow the expansion of the productive sectors requiring high coefficients of university educated labor per unit of output. In general, even this would not be easily attained, as an economy needs all types of labor for the production of needed goods and services. However, an open economy like Puerto Rico's may find it less difficult. Otherwise, unemployment will soon reach crisis proportions among college graduates and/or college graduates may soon begin migrating to the U. S. and elsewhere.

122. LAUREANO, Anibal (Ph. D.). "AN INVESTIGATION OF GROWTH IN THE CRITICAL READING ABILITY OF PUERTO RICAN STUDENTS IN GRADES FOUR, EIGHT, AND TWELVE." Florida State University, 1981. 126 pp. Source: DAI, XLII, 7A (January, 1982), 3087-A. XUM Order No. 8129560.

The primary purpose of this study was to investigate the development in the critical reading ability of students in grades four, eight, and twelve in the public schools of Puerto Rico.

Specifically, the research was conducted to determine: (1) If there is growth in the critical reading ability of Puerto Rican students from the elementary level through the high school level. (2) If there is a significant difference in the critical reading ability of Puerto Rican male and female students. (3) If there is a significant difference in the critical reading ability of male and female fourth, eighth, and twelfth grade Puerto Rican students. (4) What types of reasoning

fallacies Puerto Rican male and female students most often fail to detect.

The .05 alpha level of significance was used as the criterion for the 24 hypotheses which were tested using a two-way analysis of variance. The hypotheses stated that there were no significant differences in the critical reading ability of Puerto Rican students due to grade, sex, and the interaction between grade and sex.

The Test of Reasoning Fallacies was administered to 259 subjects enrolled at three different schools located in the city of Carolina, Puerto Rico.

The results revealed some growth from the elementary school through the junior high school level, and no growth from the junior high school through the high school level. No significant differences were found between males and females in the ability to detect written fallacies; but a significant difference in the ability to detect the Appeal-to-Conformity Fallacy was found.

123. LAVERGNE, Nelson A. (Ph. D.). "SELECTED PUERTO RICAN FAMILY CULTURES IN PHILADELPHIA AND THEIR RELATIONSHIP TO EDUCATIONAL ASPIRATIONS: A FIELD STUDY." Pennsylvania State University, 1980. 183 pp. Source: DAI, XLI, 10A (April, 1981), 4238-A. XUM Order No. 8107600.

Purpose. The major emphasis of this study was on (a) the relative influence of familial culture as it determines the educational aspirations and related values of Puerto Rican students and (b) the relationship of family culture to educational aspirations and expectations in Puerto Rican families.

Procedures. Over a one-year period of time, the researcher utilized the role of participant observer in the strictest sense. The following methods were used to collect data: (1) structured and unstructured taped interviews; (2) observations and recordings in a notebook; and (3) biographical data.

Four families were observed: the Aspira family, a nuclear unit composed of father, mother, two sons, and three daughters; the Alegre family, a nuclear unit composed of father, mother, three sons, and one daughter; the Gritos family, a nuclear unit composed of father, mother, two sons, and one daughter; and the Vagos family, a nuclear unit composed of father, mother, two sons, and one daughter.

The major actors were Adrian Aspira, Domingo Alegre, Susana Gritos, and Jose Luis Vagos. These actors led the participant observer from activity to activity. Field study methods required that the observer follow the lead of his major actor(s).

The observer was constantly aware of the improbability of observing the total behaviors of the actors and their families. Therefore, he sampled schedules, days, and events in the lives of the families. By sampling segments of time, the observer was able to organize specific days in the life of the four families.

Findings. The results of the study indicated that family support, educational reinforcement by parents, and adherence to traditional Puerto Rican cultural norms were the critical factors which determined the educational achievement of the achieving youngsters.

As a result of this study, the research developed the following refined and modified statements: Statement 1. The nuclear family structure will have no influence on the academic achievement of Mainland Puerto Rican students. Statement 2. Educational reinforcement by parents will encourage academic achievement of Mainland Puerto Rican students. Statement 3. Adherence to traditional cultural norms will promote academic achievement of Mainland Puerto Rican students. Statement 4. Nuclear family size will have no relationship on the academic achievement of Mainland Puerto Rican students. 5. Participation in religious activities by the nuclear family will have no relationship on the academic achievement of Mainland Puerto Rican students.

The observer recommends the following: (1) A quantitative study is needed to determine if the hypothetical statements generated in this study can be applied to the Puerto Rican population in

general; (2) A quantitative study using the hypothetical statements generated in this study could determine which of these statements, if any, could be applied to other ethnic groups; (3) An ethnographic study of Puerto Rican families on welfare, single parent families, and/or families where school age children are employed could generate hypotheses concerning the uniqueness of these family structures on academic achievement. (4) A longitudinal study which attempts to delineate the factors contributing to the phenomenon where one child in a nuclear family is a non-achiever while his siblings are achievers could assist educators in helping families to overcome failures among their offspring.

124. LEBRON-RODRIGUEZ, Delia Ester (Ph. D.). "SEX ROLES, FEAR OF SUCCESS, AND ANXIETY AS RELATED TO SEX, SOCIOECONOMIC STATUS, AND ETHNIC GROUP AMONG WHITES, BLACKS, AND PUERTO RICANS." Catholic University of America, 1980. 221 pp.
Source: DA1, XLI, 2B (August, 1980), 735-B.
XUM Order No. 8018513.

Horner (1968) postulated the existence of a motive to avoid success as an explanation for the inconsistencies of findings for women within the achievement motivation research. This motive to avoid success (or fear of success [FOS]) was proposed as an internalized psychological barrier inhibiting women's achievements. Subsequent research on FOS has been characterized by inconsistencies and contradictions in findings. However, a common element which emerges across studies is anxiety concerning the enactment of the sex roles and the sex appropriateness or inappropriateness of certain behaviors and successes. Tresemer (1977) proposed a boundary maintenance theoretical framework as useful in understanding FOS and success avoidance phenomena. With this framework FOS can be viewed as a specific type of anxiety reaction resulting from deviance from the sex role norms.

Although sex is a major ascribed variable, race or ethnic group and socioeconomic status (SES) are also very important, affecting a person's exper-

iences and position within society. Expression of FOS has been sensitive to this as evidenced by studies in which black Ss have been used.

The present study, consisting of a 3 x 2 x 2 factorial design, attempted to: (1) clarify the nature of FOS by investigating the effects of deviance from the sex role stereotypes on FOS and anxiety; and (2) study the relationships of interest within a comparative, cross-cultural context.

The independent assigned variables consisted of the following role variables: ethnic group (white, black, & Puerto Rican); sex (male & female); and SES (lower & middle). The dependent variables were: (1) A discrepancy score, representative of sex role deviance, was derived by asking Ss to first rate themselves and then to rate same sex others on the items comprising the short version of Personal Attributes Questionnaire (Helmreich, Stapp, & Spence, 1975). (2) FOS scores were obtained by scoring story protocols according to The Revised Scoring Manual For An Empirically Derived Scoring System For The Motive To Avoid Success (Horner & Fleming, 1977). Anxiety was measured by the State-Trait Anxiety A-Trait Scale (Gorsuch, Lushene, & Spielberger, 1970).

Results. The data in this study, obtained from 192 Ss, provided some evidence of a relationship between deviance and FOS, although this relationship was small and ambiguous. Thus Tresemer's (1977) boundary maintenance theory as an explanation of FOS was not supported. Methodological limitations such as the operationalization of deviance may have affected the results obtained.

Furthermore, the relationship between the sex role concepts (obtained by the Personal Attributes Questionnaire) and FOS was very small. However, when the sex role concept variables were combined with the role variables, the proportion of the predicted FOS variance increased to 17%. This same combination was a better predictor of anxiety ($R^2 = .39$), with the sex role concept variables being the most influential in the prediction of anxiety.

Highest FOS levels were found among whites, medium levels among blacks, and the lowest levels among Puerto Ricans. The significant interactions of the role variables in relation to FOS supported

the conception of sub-cultural variations and demonstrated that the basic and significant cultural variations in FOS due to ethnic group membership were modified by SES and sex related norms.

125. LEBRON-ROMAN, Juanita (Ph. D.). "A STUDY OF PERCEIVED AND OBSERVED EFFECTIVENESS AMONG MISASSIGNED TEACHERS IN PUERTO RICAN HIGH SCHOOLS." University of Connecticut, 1982. 144 pp. Source: DAI, XLIII, 2A (August, 1982), 353-A. XUM ORDER No. DA8216410.

The purpose of this study is to determine how the misassignment of teachers affects their effectiveness as instructors in the Puerto Rican public junior high schools.

Four major research questions served as the framework for this study. They are: (1) How do misassigned teachers perceive themselves in terms of effectiveness? (2) How do supervisors perceive misassigned teachers in terms of effectiveness? (3) How do students perceive misassigned teachers' effectiveness? (4) How do misassigned teachers perform in the classroom as perceived by the researcher?

Ten well-assigned teachers and twenty of their students, ten misassigned teachers and twenty of their students, five supervisors, five school directors and one school superintendent were interviewed. The researcher personally observed one class period conducted by each of the twenty teachers in the sample. The data gathered from the interviews and from the researcher's observations were studied and analyzed in relation to each one of the four research questions.

The study revealed the following: (1) Misassigned teachers perceived themselves to be less effective than well-assigned teachers. (2) School supervisors of misassigned teachers perceived these teachers to be less effective than well-assigned teachers. (3) The majority of students of misassigned teachers perceived these teachers to be less effective than well-assigned teachers. (4) The researcher perceived misassigned teachers to be less effective than well-assigned teachers.

Well-assigned teachers themselves, their supervisors and students, as well as the researcher perceived this group of teachers to be more effective.

Based on these findings, there seems to be a great need to: (1) determine the number of misassigned teachers by grade and subject within the Puerto Rican public educational system; (2) develop and conduct training to remediate the specific needs of these teachers; and (3) revise teacher selection and assignment requirements and devise screening methods to insure the hiring of the best qualified teachers according to subject matter.

126. LE VENESS, Frank Paul (Ph. D.). "THE COMMONWEALTH OF PUERTO RICO: DEMOCRACY THRIVES IN THE CARIBBEAN." St. John's University, 1968.
374 pp. Source: DAI, XXIX, 2A (August, 1968), 651-A. XUM Order No. 68-11,257.

The Island of Puerto Rico stands today as a source of pride to its citizens for its accomplishments of the last few decades. The Island has transformed itself from a typical tropical island with few natural resources, a poor economy, severe shortage of health, educational, public works, and similar facilities, where poverty was rampant, into a thriving community. Its people have understood and accepted the challenge under the inspiration of the Commonwealth's first governor, Luis Muñoz Marín.

This study examines the government of the Commonwealth from 1952 through 1964 to determine whether democracy truly exists. The Island is presented as an area of Latin America which mainly due to its own efforts, though with considerable aid from the United States, has overcome many of the difficulties existing in the contemporary Americas.

This task will be undertaken partly to demonstrate that with the proper initiative and aid other nations of this region may also achieve limited if not similar success. Sufficient similarities exist to indicate that Puerto Rico is

not merely a "showplace" but is in a position to offer advice and example to its neighbors throughout the hemisphere.

This study of political conditions on the Island is divided into five chapters. The first is an introductory chapter which briefly investigates the Island's background and emphasizes conditions which affect the government of the Commonwealth.

This first chapter also discusses the various political parties prominent on the Island and examines their assorted ideologies.

The second and third chapters offer a detailed discussion of the formation of the Commonwealth constitution and then examine insular politics from 1952 to the most recent gubernatorial election of 1964.

The following chapter investigates the inner working of the insular government and checks the democracy which exists on the Island through an examination of the governmental structure, guarantees made to the Island's citizens and other residents, and the continuing struggle against totalitarianism.

The concluding chapter concentrates on a study of services offered by the government to the populace. It examines the public education program, demonstrating its vast improvements and noting the Community Education Program of the Department of Agriculture.

The section concerned with public health shows the tremendous increase in services offered by the government and is followed by a section on labor and government aid to the Island's workers.

Operation Serenity is described in the section devoted to culture, as are the operations of the Institute of Puerto Rican Culture. This section clearly shows that the insular government is not solely interested in the economic advancement of the people of Puerto Rico, but their cultural advancement as well.

The final section of the dissertation deals with public housing and the services of the Department of Public Works.

The conclusions that may be drawn from this

effort include a positive reply to the question of whether democracy exists on the Island. Democratic practices are apparent during the elections and during the intervening four years when the governor leads the people of Puerto Rico in the political, social, and economic development of the Island.

127. LEVINE, Barry Bernard (Ph. D.). "A STUDY OF OPPORTUNITY AND POVERTY IN PUERTO RICO." New School for Social Research, 1973. 287 pp.
Source: DAI, XXXIV, 7A (January, 1974), 4434-A. XUM Order No. 74-156.

The purpose of this study is to find those elements of several explanations that are most adequate to an understanding of how some individuals manage to leave and/or stay out of poverty while others do not. Four explanations purport to adequately answer these questions: on the one hand there is the strict sociological explanation that sees a person's economic success, or lack thereof, as due to the opportunities and advantages that have been afforded him. On the other hand, there are three explanations that credit motivation (either of the achievement, communal, or traditional variety) as the basis for a person's economic rank.

Our assumption is that none of these explanations alone is sufficient to adequately answer these questions. Our objective was to devise and employ a method by which we could test each of these explanations against one another in such a way as to find out how each contributes to explain an individual's poverty. We attempt to understand the relative effect of opportunity and styles of motivation in generating a person's economic position in Puerto Rico.

Samples of 33-35 heads of households were drawn from each of three poor areas in Puerto Rico, a "control group" of 44 respondents was drawn from middle class areas of San Juan. The respondents were tested for: (A) economic position, conceptualized as effective demand, and measured as household income; (B) motivation and attitudes; (C) opportunities taken. Our conceptualization of economic position is derived from an expansion of

Weber's concept of class as applicable to Puerto Rico's mixed economy. We defined a person's economic position as equivalent to his effective demand, the practical ability to acquire or the use of items of consumption.

The types of poverty relevant to Puerto Rico were discovered to be of a relative variety. To study poverty we therefore compared people of higher and lower effective demand in order to extrapolate those qualities that differentiated them.

As analysis of various indices for effective demand concluded that total household income, including monetary and non-monetary sources, was the best index.

Three groups of opportunities were studied: opportune physical characteristics; family, class, and background; and social opportunities. Three styles of motivation were studied: achievement, communal, and traditional motivation.

Operationally, our procedure was as follows: many characteristics and achievements are naively assumed to be opportunities. We question this assumption. It is correct if those who take an opportunity can demonstrate economic gain over against those who do not. We query the effect motivation might have on the rate of success of those who took advantage of the opportunity and on their attraction to it.

Analysis of the components of total household income revealed that the greater the household income, the higher the percentage derived from the head of the household's work income. Even though monetary and non-monetary aid to the household occupy decreasing percentages of increasing household totals, the mean increase per income level rises in dollar amounts with increasing household income. This dollar increase, however, did not prevent monetary and non-monetary aid from making the distribution of effective demand somewhat more equal.

Analysis showed that traditional motivation did not correlate with economic position, that achievement motivation did correlate with economic position, and that approval motivation correlates with economic position under certain conditions.

Of 22 variables only two, race and religious

background, proved not to be opportunities. Achievement motivation improved the rate of success with each opportunity; moreover, in the seven instances where one could choose to take the opportunity, high achievement motivation contributed to one being attracted to it. For those respondents not highly achievement oriented, approval motivation increased the rate of success in 18 of the 20 instances and increased the probability of one choosing the opportunity in four out of seven cases.

As one takes more opportunities, the probability of one's earning greater household income increases rapidly. Of those opportunities that one can choose to take, certain ones automatically complement initial background advantages, while others compensate for their lack. Without background opportunities or opportunities to compensate for their lack, one has little chance of earning high household income. Conversely, combining the background and compensatory opportunities one has a greater probability of earning high household income.

Combined with opportunity, achievement and approval motivation apparently are alternative motivations that help one leave and/or stay out of poverty.

In summary, the different explanations combine in a manner analogous to the following: the cards necessary for economic success are not distributed evenly. However, unless one plays correctly that which has been dealt, one can lose a great deal. Moreover, only if one plays them correctly can one overcome a bad deal. The opportunities are the cards, the motivational attitudes, the instructions for their use.

128. LEVINE, Norma Bech (Ed. D.). "AN ETHNOGRAPHIC STUDY OF WORKING CLASS PUERTO RICANS IN A NEW JERSEY COMMUNITY." Rutgers University, 1981. 505 pp. Source: DAI, XLIII, 6A (December, 1982), 1804-A-1805-A. XUM Order No. DA8214529.

This study is an ethnography of poor Puerto Rican migrants who experienced mobility to a

stable working class northern New Jersey community. Objectives of the study were: (1) to identify factors enabling these Puerto Ricans (residents of an area where Puerto Ricans are the group with the highest percentage living at the poverty level) to experience economic mobility; (2) to examine the impact of their mobility upon social and political assimilation; (3) to examine the impact of public schools upon the aspirations, academic achievement and future mobility of the migrants' children.

Data were obtained through participant observation and informant interviewing of fourteen household heads who played leadership roles in Puerto Rican progress, informants' children, staff members of Puerto Rican organizations, school and local officials.

Factors discussed contributing to development of a stable Puerto Rican community are: (1) traditional peasant socialization to values of hard work to improve the quality of life and person orientation; (2) presence of a network of socially concerned Puerto Rican leaders who struggled against discrimination by local officials and employers and who formed the nucleus of self-help Puerto Rican organizations; (3) 1960's civil rights legislation including affirmative action employment programs, legal procedures to combat discrimination, and funding for social programs; (4) availability of low level entry jobs for unskilled workers; (5) successful development of formal self-help organizations including a social club, credit union, and social welfare agency.

Despite economic mobility, Puerto Rican assimilation into the social and political institutions of the larger society has been extremely minimal. Thus, their mobility has been internal with large scale group alienation from the societal institutions.

Despite parental aspirations for their children to attend college, the Puerto Rican children (most of whom graduate from high school) seek post-secondary vocational training or enter the work force as non-skilled workers. Their failure to attend college can be attributed to limited self-concepts, limited academic achievements, and limited knowledge of occupational opportunities. These limitations resulted from early school problems due to English language deficiencies and the strain of the conflict between home and school cultural values,

limited expectations of teachers and guidance counselors, school tracking systems, and limited student cognitive orientation and Puerto Rican role models.

129. LEVY-WARREN, Marsha H. (Ph. D.). "TRANSCULTURAL MOVEMENT AMONG PUERTO RICANS IN NEW YORK CITY." Yale University, 1980. 127 pp. Source: DAI, XLI, 5B (November, 1980), 1922-B. XUM Order No. 8025212.

The difficulties encountered by people who move from one culture to another culture are reasonably well-established. What factors might account for better psychological adjustment among such people, however, is a largely unexplored topic. This study is designed to begin to identify some of these factors and to specify their relative importance. One hundred Puerto Rican-born adults in New York City form the sample for the research.

It is suggested that psychological adjustment is a function of different kinds of factors. A subset of such factors is investigated in this study: ethnic assimilation, sex, arrival time, intention to stay on the mainland or return to Puerto Rico, and educational level.

The respondents were administered questionnaires which contained all the instruments except that for field independence, which the investigator measured individually. Analyses of the data thus gathered generally confirmed the capacity of the specified factors to account for better adjustment in the sample. Ethnic identity, internal locus of control, field independence, sex, arrival time, and educational level formed a constellation which significantly accounted for variations in adjustment. Assimilation and intention to stay or return did not play a significant role.

Ethnic identity was defined as the degree to which a respondent chose to remain identified with Puerto Rico. The respondents were divided on the basis of the rating of several items on their questionnaires into three discrete ethnic identity groups: Certain Puerto Ricans (CPR), American Puerto Ricans (APR), and Uncertain Puerto Ricans

(UPR). The relative importance of other factors in accounting for better adjustment within the groups was hypothesized to vary. This hypothesis was confirmed with both the internal locus of control and field independence factors; it was not confirmed with the degree of assimilation factor. The UPR group, in particular, required a strong presence of either internal locus of control or field independence to account for the better adjustment of its members. The groups themselves did not differ in psychological adjustment; it was only when considered in interaction with other factors that they differed.

The groups also differed with regard to arrival time and education level. The CPR group tended to have arrived on the mainland significantly more recently than either the APR or UPR groups, both of which came here some time ago. The CPR group also had significantly more highly educated members than the other two groups.

These groups correspond to categories which have been found in past research on new cultural groups entering the United States. They also evidenced different levels of psychological differentiation and the characteristics attributed to these differing levels of differentiation in other work. It was suggested in the present study that the groups might reflect different stages of a process of mourning for Puerto Rico.

There were sex differences in the sample as well. Men tended to report being significantly better adjusted than women. Field independence also mattered more in accounting for better adjustment among the men than the women.

It was having an internal locus of control, however, that had the greatest capacity to explain the variance in psychological adjustment. Given the difficult situation of having moved from one culture to another, it was extremely important for the Puerto Ricans in this sample to see themselves as having the power to change their circumstances. Field independence played an important role only in interaction with internal locus of control and the ethnic identity groups. It did not, in and of itself, explain a great deal of the variance in adjustment.

130. LINARES-ORAMA, Nicolás (Ph. D.). "THE LANGUAGE EVALUATION OF PRE-SCHOOL SPANISH-SPEAKING PUERTO RICAN CHILDREN." University of Illinois at Urbana-Champaign, 1975. 179 pp. Source: DAI, XXXVI, 5B (November, 1975), 2162-B-2163-B. XUM Order No. 75-24,356.

The present investigation was undertaken to compare the performance of normal and deviant language three-year-old Spanish-speaking Puerto Rican children on two measures of language development: mean length of utterance in morphemes (MLU) and "Developmental Sentence Scoring" (DSS). The purpose of the study was three-fold: 1) To develop scoring procedures for calculation of MLU for this population; 2) To determine whether the measures of MLU and DSS discriminate between normal and language deviant children, and between children 3;0 to 3;5 and 3;6 to 3;11 years of age in this population; and 3) To explore differences between the groups on the grammatical categories evaluated by the DSS.

The subjects for the investigation were 30 normal language (15 aged 3;0 to 3;5 and 15 aged 3;6 to 3;11) and 30 deviant language (15 aged 3;0 to 3;5 and 15 aged 3;6 to 3;11) children. All the children were from the upper portion of the lower socioeconomic class in San Juan, Puerto Rico. The language status of each subject was determined by scores on the "Test for Auditory Comprehension Of Language" (Carrow, 1973), the only available measure of language comprehension standardized for pre-school Spanish-speaking children. A corpus of 100 utterances was tape recorded from each child and scored for MLU following procedures based on Brown (1973), but adapted for Spanish speakers by the present investigator. DSS scores were obtained by applying the procedure for the Spanish language presented by Toronto (1972) to 50 complete sentences taken from each child's taped sample. The data were then subjected to statistical analysis employing analysis of variance and correlation procedures to compare the performance of the total number of subjects and eight subgroups on the TACL, MLU, and the DSS.

Results of the analyses indicated that the MLU for Spanish and the Spanish adaptation of the DSS

procedure seem to be useful in distinguishing between the language of children 3;0 to 3;5 and 3;6 to 3;11, and between normal and deviant language children three years of age. All subjects presented an order of development of the six grammatical categories in the DSS which ranged, in descending order, from conjunctions, indefinite pronouns and noun modifiers, secondary verbs, primary verbs, and personal pronouns through interrogative words. Other results suggested that the language status of children aged 3;0 to 3;5, as indicated by a test of comprehension of language (normal or deviant), did not imply a correspondent language status (normal or deviant) in the expression of language as indicated either by MLU or the DSS; while the language status of children aged 3;6 to 3;11, as determined by a test of comprehension of language implied a correspondent language status in the expression of language as indicated both by MLU and the DSS. For children in this study, test results revealed that the status of language comprehension was related to the status of language expression although the relationship was not high; and that the qualitative status of language expression was markedly related to the quantitative status of language expression. Finally, an additional analysis showed that for children in the present investigation, there was a very dependable relationship between MLU values calculated from 100 utterances and MLU values calculated from 50 utterances.

131. LITCHFIELD GARCIA, Fernando Litchfield (Ed. D.).

"IMPACT OF THREE APPROACHES TO NUTRITION

INSTRUCTION ON FOURTH-, FIFTH-, AND SIXTH-

GRADE PUERTO RICAN STUDENTS." Pennsylvania

State University, 1981. 127 pp. Source: DAI,

XLIII, 1A (July, 1982), 83-A. XUM Order No.

DA8213327.

The purpose of this study was to assess the effectiveness of three approaches to instructing a nutrition education unit for Puerto Rican students in grades four through six. The unit used in this study was translated from Nutrition in a Changing World, a curriculum designed by nutritionists and educators at The Pennsylvania State University.

Following a pilot study consisting of 90 students, 540 students were divided into 3 treatments for 12 weeks of instruction: treatment A provided students with instruction of the unit by a teacher using recommended audio-visual materials and food samples; treatment B provided teacher instruction and audio-visual materials; and treatment C provided pupils only self-instructional activities from the unit. A two-day in-service training session was held to familiarize teachers and other school district personnel with the curriculum to be used.

All of the students were pretested and post-tested for nutrition knowledge; selected groups were assessed for nutrition attitudes and food preferences. The instruments used for these measures were Spanish versions of culturally adapted instruments used with the unit: the Nutrition Knowledge Test, Attitude Toward Nutrition Scale, and Food Preference Form, respectively. Results indicated significant differences among treatments in nutrition knowledge and food preference scores. No significant differences in attitude were measured. A marked decrease in solid and liquid waste during the school lunch program was also reported.

It was demonstrated that the translated unit from the curriculum, Nutrition in A Changing World, was effective when supported by local, cooperative community effort instead of federal funding.

132. LIVOTI, Balthasar Paul (Ed. D.). "VARIABLES

ASSOCIATED WITH ATTITUDE TOWARD LEARNING

ENGLISH IN PUBLIC SCHOOLS OF PUERTO RICO."

Lehigh University, 1977. 154 pp. Source: DAI,

XXXVIII, 4A (October, 1977), 1943-A-1944-A.

XUM Order No. 77-20,718.

Ever since Puerto Rico became a part of the United States, various language of instruction policies were implemented in the school system. The present policy stipulates that the language of instruction is to be Spanish from elementary school through high school with English taught at all levels as a school subject. Consequently, the students were obliged to study two languages. Previous research indicates that such factors as

motivation, attitude, aptitude and intelligence have a strong effect on learning a second or foreign language, but far less is known about what affects attitude toward learning a second language.

The primary concern of the study was to investigate variables that may be associated with attitude toward learning English as a second language in Puerto Rico. Another purpose was to determine whether these students considered learning English important and why.

The 200 subjects who were randomly selected from 396 students consisted of fifth and eighth grade students from two schools in the municipality of Las Marias and two in the city of Ponce.

An attitude inventory developed by the investigator was used to measure the attitude of the subjects toward learning English as a second language. A language questionnaire, also developed by the investigator, was used to obtain data on variables that might have an effect on the student's attitude toward learning English as a second language. To determine reactions toward learning whether the subjects considered learning English important, the student was asked to respond in writing to an item on the language questionnaire.

The analyses of the data revealed that: 1. There was a significant difference in attitude toward learning English as a second language between fifth and eighth grades ($P < .05$). The mean score was significantly higher for the eighth grade students than for the fifth grade students. 2. The mean for students in Las Marias, where there is little or no use of English, was higher than that for students from Ponce where there is some use of English, but the difference was not significant ($P > .10$). 3. There was a highly significant difference in attitude toward learning English as a second language between the boys and the girls. The mean score for the girls was larger than for the boys ($P < .005$). 4. There were no significant interaction effects between grade and area, grade and sex, and area and sex. Nor was the triple interaction among grade, area and sex significant ($P > .10$). 5. The mean for the subjects who had contact with Native English Speakers was higher than for those subjects who did not have contact. However, there the difference was not significant ($P > .10$). 6. There was a highly significant relationship between attitude toward learning English

and attitude toward native speakers of English ($P < .005$). The mean score was significantly larger for those who liked Native English Speakers very much than for those who liked them a little ($P < .05$), were indifferent to them ($P < .01$) or disliked them ($P < .05$). There was no significant difference between those who liked native speakers of English a little and those who were indifferent to them ($P > .05$) or disliked them ($P > .05$) nor between those who were indifferent and those who disliked Native English Speakers ($P > .05$). 7. There was a significant difference in attitude toward learning English between the group whose teachers used English a great deal in the classroom and the group whose teachers did not use much English in the classroom ($P < .05$). 8. The mean on attitude toward learning English was higher for those who had experience in living in the continental United States or other English-speaking countries than for those who did not have the experience. The difference was not significant although it was approaching significance ($.10 > P > .05$). 9. The mean for attitude toward learning English of the group that had the experience of visiting the continental United States or other English-speaking countries was significantly higher than that of the group which had not visited those places ($P < .05$). 10. There was a highly significant difference in the attitude toward learning English between students who perceived a positive parental attitude toward their children's learning of English and those who did not ($P < .001$). 11. In general, the students indicated that the learning of English in Puerto Rico was important because it would help them in their future work; that is, it would enable them to secure better jobs. It would also help them in their school work.

133. LLADÓ-BERRÍOS, Nitza (Ph. D.). "ENGLISH AS A SECOND LANGUAGE IN PUERTO RICO: A LANGUAGE ATTITUDE STUDY AND ITS PEDAGOGICAL IMPLICATIONS." University of Florida, 1978. 234 pp. Source: DAI, XXXIX, 12A, Part 1 (June, 1979), 7321-A-7322-A. XUM Order No. 7913298.

The long-debated language issue in Puerto Rico remains an issue of great concern to all sectors of Puerto Rican society. Although Puerto Rican students study English from the first grade through

high school, there is a lack of adequate environment in which to learn English, a situation which often affects a student's attitude and hinders his/her motivation to learn the language.

An adaptation of the Matched Guise technique, which has been used in other studies to elicit immediate evaluative reactions to tape-recorded speakers representing various accents, dialects, and languages, was employed to determine students' preference for speakers of Spanish, Spanish-accented English, near-native English and native English. Students rated the speakers in terms of various semantic factors. The results indicated that although Spanish is always rated most positively, the ratings for English vary according to school level.

A Language Attitude Questionnaire was designed to explore the attitude of students concerning teaching methods, materials, the importance of learning English, frequency of usage of English and other related factors. The student responses were used to discover to what degree each of these attitudes affects their motivation to learn English. An analysis of the results obtained for the hypotheses tested revealed that there were no significant differences between the attitudes of urban and rural students for learning English as a second language. Both groups found that the advantages of learning English justify the time and effort involved in teaching it. It was also found that attitudes students may have towards the methods and materials used for the teaching of English do not directly affect their positive attitude towards learning the language. They may have a negative attitude towards English as a class subject or towards a particular teacher, but not to the English language as such. Student attitude towards learning English is also independent of student views on the political status of Puerto Rico.

Several recommendations are made to improve the teaching of English on the Island. These include intensifying the teaching of Spanish giving due importance to English, making political decisions independent of language policy decisions for the Island, and implementing teacher-training programs which reinforce positive attitudes towards the American culture and the English language.

134. LLAMAS, Frank Robert (Ed. D.). "PUERTO RICAN
MIGRANT FARMWORKERS IN MASSACHUSETTS AND
CONNECTICUT: A CASE STUDY OF PERCEIVED TRAIN-
ING AND SERVICE NEEDS." University of Massa-
chusetts, 1977. 207 pp. Source: DAI, XXXVIII,
8A (February, 1978), 4515-A. XUM Order No.
7730620.

This work is a case study of Puerto Rican migrant farmworkers living and working on labor camps in Massachusetts and Connecticut in the summer of 1975. Selected Puerto Rican migrant farmworkers were individually interviewed at various camps concerning their demographic background, their attitudes and preferences toward education and training, their attitudes toward migration, their reasons for migration, their perception of migrant organizations, and their self-perceived needs.

A total of 54 interviews were collected during a total of 26 visits to 18 different camps between May and October of 1975. A uniform, pre-tested, Spanish language questionnaire was presented to each subject by a trained, native Spanish-speaking interview team and each interview lasted for approximately one-half hour.

Based on the data collected, findings and recommendations are presented concerning: (1) the Puerto Rican migrant farmworker's preference toward retraining for jobs other than farmwork, (2) his attitudes and opinions concerning preferences toward working and/or living on the Island of Puerto Rico or on the United States mainland, (3) his reasons for migrating to the United States mainland including both economic and non-economic reasons, (4) his self-perceived need for services, and (5) his familiarity with organizations and agencies that exist to help him.

In addition, this work includes a description of the camps visited and a description of the difficulties encountered in attempting to interview this population. Chapter II of this work includes a history of the migrations of farmworkers from Puerto Rico which began when the United States acquired the possession of Puerto Rico, and includes pertinent

references to historical, sociological, anthropological, educational, and legal works. It also includes a description of the evolution of advocacy groups, agencies, and government attempts to ameliorate the conditions under which the migrant farmworker earned his living. Some of the struggles and confrontations involved in the attempt to unionize the farmworkers are also described.

An addendum is included in this work which focuses on the year 1975, when no farm labor was imported, examines the factors which led to this pivotal decision by the tobacco growers, and postulates upon the future trends of Puerto Rican farm labor.

135. LOTFI, Nasser (Ph. D.). "ENGLISH TEACHER TRAINING FOR IRANIAN MILITARY PERSONNEL." University of Texas at Austin, 1978. 278 pp. Source: DAI, XXXIX, 11A (May, 1979), 6712-A. XUM Order No. 7910988.

The Iranian parliament passed the first law requiring the establishment of teacher training colleges in 1933. At present, a number of government-operated institutions train teachers for guidance schools (i.e., the lower secondary schools, from grade six through eight) and high schools.

The basic problems with the English language program in Iran include (a) the predominance of the grammar-translation method; (b) poor teacher training. Furthermore, lack of oral training in English in the guidance and secondary schools impedes progress in English on the university level.

The Iranian military English language institutes and the Military Academy have also been relatively unsuccessful in their attempts to improve the English of military personnel. As a result, the great number of Iranian military personnel sent to Lackland Air Force Base, Texas, for specialized technical training each year must first study intensive English to gain enough speaking ability and listening comprehension to pass into the specialized study phase. This wastes much time and money.

This study first reviews the relevant literature, as well as the English teacher training

programs in the United States, England, France, Germany, the U. S. S. R., Denmark, Puerto Rico, Egypt, Afghanistan, Jordan, and Iran. It also explores the functional-notional syllabus proposed for English for special purposes.

The study concludes with three major recommendations: (1) The establishment of a military English Teacher Training Institute in Iran which would hopefully be more effective than the present program at Lackland Air Force Base, Texas. This recommendation covers the organization, curriculum, courses, teaching materials and scheduling of courses for the proposed institute. (2) The establishment of an In-Service Teacher Training Center to aid qualified teachers in keeping up with the latest trends in teaching. (3) Investigation into the possibility of cooperation in certain areas between the proposed military Institute and civilian teacher training institutions.

136. LONGRES, John Frank (Ph. D.). "SOCIAL CONDITIONS RELATED TO THE ACCEPTANCE OF MODERN MEDICINE AMONG PUERTO RICAN WOMEN." University of Michigan, 1970. 182 pp. Source: DAI, XXXI, 12A (June, 1971), 6716-A. XUM Order No. 71-15,223.

The purpose of the study is to contribute to an understanding of the social conditions associated with accepting modern medicine among Puerto Rican women. In pursuit of this purpose data were used from a survey of a sample of 1,035 randomly selected, adult Puerto Rican women from within four matched municipalities of the sugar growing regions of Puerto Rico.

It was concluded that the acceptance of modern medicine is related to involvement with modern institutions and to fulfilling role expectations associated with modernity. Nevertheless, not all such experiences are likely to stimulate acceptance of modern medicine. No significant association has been found between type of family system and the acceptance of modern medicine. By the same token, affiliation with religious voluntary associations is not significantly related to the acceptance of

modern medicine.

The modern woman in Puerto Rico is likely to be educated, employed, affiliated with secular voluntary associations, urban in her residence, and cosmopolitan in her friendships. However, educational experiences stand out as the single most important force generating acceptance of modern medicine. Regardless of any other conditions, educated women are more likely to indicate acceptance of modern medicine than relatively uneducated women.

In spite of the importance of education, it is neither a necessary nor a sufficient means through which modern medicine comes to be accepted. Industrial employment, secular association affiliations and cosmopolitan friendships are each associated with a heightened likelihood that educated women will accept modern medicine. At the same time, industrial employment, affiliation with secular associations, cosmopolitan friendships or living in an urban area may substitute for education. However, as substitutes, none of these other experiences with modernity are as efficient as formal education in contributing to the acceptance of modern medicine.

137. LÓPEZ, Annette Marie (Ed. D.). "USING PUERTO RICAN NONVERBAL COMMUNICATION THROUGH STORYTELLING TO ENHANCE ENGLISH COMPREHENSION OF SPANISH-SPEAKING PUERTO RICAN CHILDREN." Temple University, 1975. 248 pp. Source: DAI, XXXVI, 6A (December, 1975), 3387-A. XUM Order No. 75-28,127.

This study was designed to examine whether the use of Puerto Rican nonverbal communication (NVC), specifically gestures, in storytelling enhanced oral comprehension of English among Spanish-speaking Puerto Rican children. Two additional questions investigated were: (1) Could an Anglo-American, unaware and without knowledge of Puerto Rican NVC, be trained to perform and communicate with specific gestures? and, (2) were Puerto Rican children studying in Philadelphia public schools aware and capable of giving verbal meaning to Puerto Rican gestures?

Procedures

Ninety specially selected fourth-grade Spanish-speaking Puerto Rican children, who had had at least one year of school in Puerto Rico, were randomly divided into experimental and control groups. A male Anglo-American, trained in storytelling and performance of Puerto Rican NVC, told three stories with culturally coded gestures to the experimental group and without gestures to the control group. Prior to the treatment, The Common Concepts Foreign Language Test (CCFLT) was administered to all the subjects to determine that all were homogeneous in their comprehension of oral English. Immediately after listening to each story, the subjects were tested by the storyteller on their comprehension of each.

The three stories used in this study, which are characteristic of Puerto Rican folklore, were translated and adapted by the investigator. Each comprehension test prepared by the investigator underwent various revisions to comply with reliability and validity norms. These tests included factual, inferential and vocabulary questions in multiple-choice form. During the post-testing, the storyteller read each question and its alternatives to the children while they followed along silently.

Prior to the study, the investigator informally interviewed thirty-one fourth grade Puerto Rican children in Spanish to determine their comprehension of Puerto Rican gestures. The NVC used was compiled by the investigator from personal observations of Puerto Rican adults and children, both in Puerto Rico and in Philadelphia. A film identifying each gesture used in the study was made as a tool to train the storyteller.

Statistical analyses of the post-comprehension tests included: (1) analysis of variance (sex X treatment) on total score (total items included in the tests) and on subscore (items dealing with gestures used in the stories); (2) analysis of covariance with the pre-CCFLT scores as covariate on total and subscores. The pretest was used as a covariate in order to adjust for initial differences found in the Fisher *t*-test analysis of the raw scores, e.g., the scores of the females.

Results

The mixed findings appear to indicate that:

(1) Children exposed to Puerto Rican NVC comprehended better the story "The Owl and His Feathers"; (2) Children listening to "Juan Bobo and the Three Legged Pot" without gestural accompaniment obtained better comprehension; (3) Although there were sex differences in "The Owl and His Feathers," "Tiger and the Rabbit," there was no significant sex X treatment interaction. The boys' scoring higher than the girls was not generated by the treatment; (4) Fourth-grade Puerto Rican children appeared to be aware and capable of giving verbal equivalence to specific Puerto Rican NVC; and (5) An Anglo-American without previous knowledge or awareness of Puerto Rican NVC could be trained to perform and communicate with specific gestures.

138. LÓPEZ-DEYNE, Alejandro (Ph. D.). "ATTITUDES TOWARD SEX EDUCATION IN SELECTED CULTURALLY DEPRIVED AREAS OF SAN JUAN, PUERTO RICO." Ohio State University, 1975. 222 pp. Source: DAI, XXXVI, 11A (May, 1976), 7674-A-7675-A. XUM Order No. 76-10,000.

This research is a descriptive study dealing with attitudes toward sex education in selected culturally deprived areas of San Juan, Puerto Rico.

Statement of the Problem

The purpose of this study was to determine the attitudes of students, parents, teachers, clergymen, and physicians in regard to what is being done and what should be done in sex education at the intermediate grade level in the schools in Gandul, Tras Talleres and Figueroa.

Population

The population of this study was selected from the three areas already mentioned. They comprised five groups which consisted of three hundred and sixty students enrolled in the intermediate grade, two hundred and one parents or guardians, eighty-one teachers, thirty-four clergymen and forty-five physicians.

The areas were low-socio economic income

communities; those living in them, in general had below average economic standards, poor health habits, large families and overcrowded living conditions.

The median level of education for the respondents in the parent or guardian group was 9.1 years, in the teacher group 15.1 years, and in the clergymen group 16.0 years.

Eighty-one percent of the parents or guardians were married and only eleven percent were divorced or separated. The majority of the people living in these areas come from different small municipalities or from rural areas.

Methodology

A three part questionnaire was prepared to obtain data to test the research hypotheses. It was administered to all five groups, making a total of seven hundred and twenty-two persons. The data were analyzed using the following statistical techniques: frequency distribution, chi-square, and rank order analysis.

Findings

The results of the study showed that almost the entire population having direct relationship with these schools denied the existence of a sex education program there. On the other hand, the five groups generally agreed on the necessity, responsibility and placement of a sex education program for the public and private schools in the intermediate grade levels in these areas. All the respondents demonstrated a positive attitude toward the inclusion of a course in sex education as a separate offering at the intermediate grade level. The data also revealed there was a general agreement among the respondents on the establishment of a program on sex education at the intermediate grade levels. There was little agreement, however, on the acceptance of specific subject matters to be included in the program. In addition there were significant differences among the groups in regard to how particular topics should be presented.

Another important finding in this study was that almost all the respondents said that the teaching of sex education at the intermediate grade level should be handled by a team of professionals. As a consequence, the researcher concluded that the teaching of sex education would not be an easy matter at the

intermediate grade level because nonprofessionals regarded themselves sufficiently prepared to deal with this complex subject individually. Many of the respondents had a conservative attitude toward specific topics; such as counseling concerning sex problems, admission to school of unmarried but pregnant students, married and pregnant students, or even simply married students. There were significant differences among respondents in the five sample populations in relation to appropriate sources of information to be used for developing courses dealing with sex education matters.

139. LAUREANO, Anibal (Ph. D.). "AN INVESTIGATION OF GROWTH IN THE CRITICAL READING ABILITY OF PUERTO RICAN STUDENTS IN GRADES FOUR, EIGHT, AND TWELVE." Florida State University, 1981. 126 pp. Source: DAI, XLII, 7A (January, 1982), 3087-A. XUM Order No. 8129560.

The primary purpose of this study was to investigate the development in the critical reading ability of students in grades four, eight, and twelve in the public schools of Puerto Rico.

Specifically, the research was conducted to determine: (1) if there is growth in the critical reading ability of Puerto Rican students from the elementary level through the high school level; (2) if there is a significant difference in the critical reading ability of Puerto Rican male and female students; (3) if there is a significant difference in the critical reading ability of male and female fourth, eighth, and twelfth grade Puerto Rican students; (4) what types of reasoning fallacies Puerto Rican male and female students most often fail to detect.

The .05 alpha level of significance was used as the criterion for the 24 hypotheses, which were tested using a two-way analysis of variance. The hypotheses stated that there were no significant differences in the critical reading ability of Puerto Rican students due to grade, sex, and the interaction between grade and sex.

The Test of Reasoning Fallacies was administered

to 259 subjects enrolled at three different schools located in the city of Carolina, Puerto Rico.

The results revealed some growth from the elementary school through the junior high school level, and no growth from the junior high school through the high school level. No significant differences were found between males and females in the ability to detect written fallacies; but a significant difference in the ability to detect the Appeal-to-Conformity Fallacy was found.

140. LUGO, Carmen Noelia (Ed. D.). "EFFECTIVENESS OF INDIVIDUALIZED INSTRUCTION IN TEACHING ELEMENTARY TYPEWRITING IN HIGHER EDUCATION IN PUERTO RICO." Lehigh University, 1977. 146 pp.
- Source: DAI, XXXVIII, 2A (August, 1977), 600-A.
- XUM Order No. 77-10,715.

An individualized method of teaching elementary typewriting was introduced into the curriculum of the Secretarial Science Department at the Humacao Regional College of the University of Puerto Rico. There was need for an evaluation of achievement in these classes in comparison with progress achieved in the traditional teacher-directed typewriting classes. Therefore, this study was instituted to compare a control group that was taught elementary typewriting by the traditional teacher-directed method with an experimental group that was taught the same course by an individualized method. The following criteria were used: (1) typewriting speed and accuracy on straight-copy for those without and with previous experience; (2) production skill performance (layout of material on the page) on vertical and horizontal centering, and on personal letter copying for those without and with previous experience; (3) vocational competence indicated by achievement as measured by a final course grade; and (4) dropout rate.

HYPOTHESES

1. There is no significant difference in straight-copy speed and accuracy for those students with and without previous typewriting experience taught by the individualized instructional method

(the experimental group) and for those students taught by the traditional teacher-directed instructional method (the control group). 2. There is no significant difference between the experimental and control group in the production performance of vertical and centralization exercises, and of mailable personal letters for students with and without previous experience.

Data were also sought to compare the students in the experimental and control groups on vocational competence as measured by final course grades, and to compare the dropout rate of the two groups.

There were 76 students in the control group: 54 with previous typing experience and 22 without previous typing experience. Subjects in the experimental group were 109 students: 88 with previous typing experience and 21 without previous instruction.

Identical textbooks were used for instructing the students in the control and experimental group. All control classes were taught in the traditional teacher-directed method. The students received the typewriting instruction as a group by observing demonstrations, listening to the instructor's explanations, and practicing exercises from the textbooks. Students in the individualized course proceeded through the activities of each lesson at their own rates throughout the course. The typewriting instruction was administered by means of tape-recorded lessons, listening carrels, audio cassette players, color slides, and the individual assistance of the teacher.

SUMMARY OF THE FINDINGS

The findings on straight-copy speed and accuracy, vertical and horizontal centralization, and on personal letter performance were analyzed by the t-test of significance, which revealed that: In no cases were there significant differences favoring the control group.

In three cases: personal letter (with experience), centralization (without experience), and on straight-copy accuracy (without experience) there was no significant difference between the control and experimental groups.

In five cases: straight-copy speed (with

experience and without experience), straight-copy accuracy (with experience), centralization (with experience), and personal letter (without experience) the difference was significant in favor of the experimental group.

It may, therefore, be concluded that the experimental group, in general, achieved better than the control.

Vocational Competence and Dropout Rate

Data on the final course grades and official course dropouts did not appear to be amenable to tests for significance, and were therefore treated descriptively. In both cases, small differences favored the experimental group; but the investigator does not feel justified in making claims for the experimental group on such slim evidence.

CONCLUSION

In light of the findings of this investigation, it appears that elementary collegiate typewriting can be taught effectively through the individualized instructional method.

141. LUGO-QUINONES, Félix Alberto (Ph. D.). "STATE-TRAIT ANXIETY IN COLLEGE STUDENTS: A TRI-CULTURAL COMPARISON." University of New Mexico, 1975. 111 pp. Source: DAI, XXXVI, 6B (December, 1975), 3008-B. XUM Order No. 75-28,725.

The purpose of the study was to compare Anglo, Mexican-American, and Puerto Rican sophomore students in regard to state and trait anxiety (1) by groups and (2) by sex, as measured by the State-Trait Anxiety Inventory.

The sample comprised 147 students who were divided as follows: 25 male and 24 female Anglos, 23 male and 25 female Mexican-Americans, and 25 male and 25 female Puerto Ricans. Anglos and Mexican-Americans were selected from the University of New Mexico in Albuquerque and Puerto Ricans from the Mayagüez Campus of the University of Puerto Rico.

The State-Trait Anxiety Inventory devised by Spielberger, Gorsuch, and Lushene was used to gather

data. Anglos and Mexican-Americans were given the English version of the STAI while Puerto Ricans were given the Spanish version.

To achieve the purposes of the study, 36 specific hypotheses were tested by means of analysis of variance.

The results obtained allowed for the following conclusions: (1) There were distinct differences between Puerto Ricans and Mexican-Americans, as groups, in regard to both State and Trait Anxiety; (2) As groups, Anglos and Mexican-Americans differed significantly in respect to state anxiety but not in respect to trait anxiety; (3) By sex, it was found that Anglo men did not differ from Mexican-American and Puerto Rican men in regard to state anxiety. Differences were found between Anglo and Puerto Rican men in regard to trait anxiety but not between Anglo and Mexican-American men in this respect; (4) Puerto Rican men were found to differ significantly from Mexican-American men in regard to both state and trait anxiety; (5) No differences were found between Anglo, Mexican-American, and Puerto Rican women in regard to both state and trait anxiety; (6) In male-female comparisons, no differences were found except between Anglo females and Mexican-American males and between Puerto Rican men and Mexican-American and Puerto Rican women in regard to state anxiety; (7) In male-female comparisons, the only difference found was between Puerto Rican men and Mexican-American women in regard to trait anxiety; (8) It was found that Puerto Rican men were the highest anxious group of all while the Mexican-American men were the lowest in regard to both state and trait anxiety; and (9) Comparisons by raw score revealed the following positions, from high to low, in anxiety levels: State Anxiety: 1. Puerto Ricans. 2. Anglos. 3. Mexican-Americans. Trait Anxiety: 1. Puerto Ricans. 2. Anglos. 3. Mexican-Americans.

Mc

142. McCOLLUM, Pamela Ann (Ph. D.). "ATTENTION-GETTING STRATEGIES OF ANGLO-AMERICAN AND PUERTO RICAN STUDENTS: A MICROETHNOGRAPHIC ANALYSIS."

University of Illinois at Urbana-Champaign,
1980. 229 pp. Source: DAI, XLI, 11A (May,
1981), 4628-A. XUM Order No. 8108603.

This study is a crosscultural examination of attention-getting strategies. The purpose of the study was twofold: (a) to examine the attention-getting strategies used by three ethnically different children in three different types of classrooms and (b) to examine which behaviors constitute effective classroom participation as it relates to attention-getting in each type of classroom.

The three target children and teachers who participated in this study were as follows: (a) a monolingual Puerto Rican speaker in a classroom with a monolingual Puerto Rican teacher, (b) a monolingual Anglo-American student in a classroom with a monolingual Anglo-American teacher, and (c) a Puerto Rican bilingual student in a classroom with an Anglo-American bilingual teacher. The second and third target children were studied in a third-grade and split third/fourth-grade classroom in Chicago, Illinois. The first was studied in a third-grade classroom in Rio Piedras, Puerto Rico. Each child was nominated by his teacher as being highly verbal and effective in classroom participation.

The data for the study were derived from two weeks of field observation at each site and micro-ethnographic analysis of four videotapes of each target child. Results from the field observation showed that the participation structures in each type of classroom differed. Teachers differed in their openness to student initiation, allowed different amounts of noise and movement, and sanctioned different behaviors in different manners.

The videotape analysis encompassed both the verbal and nonverbal channels of attention-getting. Successful bids for attention were examined for length, volume, latency between unsuccessful bids and rebids, and the presence of verbal initiatives. The posture, body orientation, head orientation, and speaking distance between interactants were also examined. Results of the videotape analysis showed that the Anglo-American and Puerto Rican monolingual children, while displaying different behaviors, varied their bidding style according to

the situational context of the activity and in successful versus unsuccessful bids. The bilingual child exhibited rather uniform style regardless of situational context.

A discussion of the social and linguistic knowledge each child needed to possess in order to perform effectively in each type of classroom is presented. Since that knowledge differed, a discussion of the possible problems which might arise if the three teachers and target children in this study were mismatched is given. Suggestions for future research are given which would help to generalize these results to larger populations of Anglo-American and Puerto Rican students.

143. McGREEVY, Paul Francis (Ed. D.). "A COMPARATIVE STUDY OF THE EFFECTS OF LINGUISTIC AND NON-LINGUISTIC VARIABLES ON THE PERFORMANCE OF URBAN PUERTO RICAN ELEMENTARY PUPILS WHEN TESTED WITH THE WISC AND DE AVILA'S CARTOON CONSERVATION SCALES." Temple University, 1977. 134 pp. Source: DAI, XXXVIII, 4A (October, 1977), 2068-A-2069-A. XUM Order No. 77-21,775.

This study's objectives were: (a) to evaluate the effectiveness of a procedure designed to neutralize the negative effects of some cultural variables on test-taking; (b) to determine if bilingual Puerto Rican children obtained higher verbal test scores in Spanish, English, or Spanish/English combined; and (c) to compare the relative effectiveness of two measures of intellectual functioning in predicting school achievement as measured by the California Achievement Tests (CAT).

The subjects were 48 male and 48 female randomly selected bilingual Puerto Rican first and second graders enrolled in six Philadelphia, Pa., public schools having similar demographic and socioeconomic characteristics. Taking into account sex and grade, subjects were initially assigned by stratified randomization to treatment and control conditions. Again employing the stratified randomized procedure, the two experimental conditions were

subdivided into Spanish and English groups with 24 subjects (12 boys and 12 girls) in each. Two 45 minute treatment sessions were scheduled six days apart in the subject's own schools to ensure familiarity of surroundings. The rationale of the pre-test treatment sessions was to stimulate in the subjects a high level of verbal participation, motivation to succeed, personal initiative, independent action, on-task attention, familiarity with tests of speed, and active socialization with the researcher. The treatment sessions consisted of: (a) the researcher's reading of several short stories, (b) discussion of the events contained in the stories, (c) the children's relating of additional stories, (d) simple word and number association games, and (e) the use of a stopwatch. The subjects' active participation was rewarded with candy and social praise. The experimental condition for the controls consisted of exclusion from the treatment sessions.

The treatment sessions being concluded, the experienced bilingual psychologist researcher administered, in counterbalanced order, two criterion measures: the norm-referenced Wechsler Intelligence Scale for Children (WISC) and DeAvila's experimental neo-Piagetian Cartoon Conservation Scale (CCS). Test administration was in the language of the subject's assigned group.

The experimental condition was designed to test the following hypotheses:

Hypothesis 1. Those bilingual Puerto Rican first and second graders exposed to pre-test desensitization would obtain significantly higher mean scores on the two criterion measures than subjects excluded from treatment.

Hypothesis 2. Subjects administered the WISC Verbal subscale in either Spanish or in English would obtain significantly higher mean scores if initially missed items were readministered in the alternate language.

Multivariate analysis failed to support Hypothesis 1. However, a significant triple interaction was revealed. Girls of the treatment condition, tested with the WISC in English, did significantly better than the girls of the treatment group tested in Spanish.

Hypothesis 2 was supported in that a t test

revealed significant differences between the monolingual and bilingual administrations of the WISC Verbal subscale. Unexpectedly, subjects tested initially in English, in every instance, obtained higher mean scores than subjects tested initially in Spanish.

Within group coefficients of correlation revealed a significant relationship between the WISC and the CAT scores, but not between the CCS and the CAT scores.

While the results of this study failed to show any significant differences due to pre-test experimental conditions, a modest positive trend in favor of the treatment conditions was revealed. The significant triple interaction and the higher WISC Verbal subscale scores obtained in English raise some important questions about the language dominance of the bilingual Puerto Rican subjects. The results also showed that the CAT scores are predicted by the WISC but not by the CCS.

144. McGURK, William Thomas (Ed. D.). "ANGLO AND PUERTO

RICAN CLIENT ATTITUDES GENERATED BY VARIED
INTERACTION DISTANCES AND COUNSELOR ETHNICITY
IN THE DYADIC COUNSELING INTERACTION."

University of Massachusetts, 1976. 168 pp.

Source: DAI, XXXVII, 1A (July, 1976), 136-A.

XUM Order No. 76-14,707.

This study assessed adolescent Anglo and Puerto Rican male students' preference for proxemic interaction distance in the dyadic counseling encounter and examined their preference for Anglo or Puerto Rican counselors. The subjects included twenty adolescent male Anglo students and twenty adolescent male Puerto Rican students in grades 5, 6, 7 and 8 attending an inner city parochial school in Western Massachusetts.

The subjects were shown eight video tape vignettes, four with an Anglo male student and an Anglo male counselor and four with an Anglo male student and a Puerto Rican male counselor interacting at four distances (30 inches, 39 inches, 48 inches and 66 inches). The subjects were asked to

rate each video tape vignette on the semantic differential scale as if they were the client who had come to the counselor with a personal problem. They checked off the adjective on the semantic differential scale which best described how they felt about each counseling session.

The data obtained from the semantic differential was analyzed by a 2 x 4 x 2 multiple classification analysis of variance with repeated measures using the Biomedical Computer Program BMDP2V. Significant main effects were gradually presented.

The results indicated that the counseling interaction distance which generated the most positive subject attitude for adolescent Anglo male students was 48 inches and for adolescent Puerto Rican males 30 inches. It was also suggested that adolescent Anglo students in grades 5, 6, 7 and 8 view the dyadic counseling session as a "personal-social" encounter while the adolescent Puerto Rican students in grades 5, 6, 7 and 8 view the counseling interaction as a strictly "personal" encounter.

No statistically significant differences were found with relation to Anglo and Puerto Rican students' preference for Anglo or Puerto Rican counselors. However, when the Anglo and Puerto Rican students were viewed as a combined group, the resulting data was statistically significant. The combined group (Anglo and Puerto Rican students) prefer an interaction distance of 30 inches with an Anglo counselor and an interaction distance of 48 inches with a Puerto Rican counselor. Several possible reasons for these results were outlined.

It was concluded that Puerto Rican male students in grades 5, 6, 7 and 8 prefer a closer interaction distance (30 inches) in the dyadic counseling encounter than Anglo male students (48 inches) and that Puerto Rican students view the counseling session as a "personal" encounter, unlike Anglo students who view the counseling interaction as a "personal-social" encounter. Suggestions for the implications of the findings with relation to cross-cultural counseling and counselor training were discussed.

145. McINTOSH, William (Ph. D.). "THE DEVELOPMENT OF
POLITICAL DEMOCRACY IN PUERTO RICO."

University of Minnesota, 1953. 363 pp. Source:

DAI, XIII, 5 (1953), 363. XUM Order No. 5546.

The purpose of this study is to examine, evaluate, explain, and present the available information on the development of political democracy in Puerto Rico. Political democracy, as interpreted by the writer, means self-government, plus that type of government which is carried on by the people, for the people, and is of the people.

The data used in the preparation of this study were derived from: (1) extensive research and travel throughout Puerto Rico, (2) personal interviews with various citizens and governmental officials in Puerto Rico, (3) access to documents of the Insular and Federal Governments, (4) available reference materials at the Library of Congress, libraries of the University of Minnesota and the University of Puerto Rico, Carnegie Library of San Juan, Puerto Rico, and the public libraries of St. Paul and Minneapolis, Minnesota, and (5) newspaper articles, periodicals, and pamphlets.

The struggle for political democracy in Puerto Rico has been exceedingly difficult. This study shows that Puerto Rico was denied anything resembling political democracy for almost four hundred years under Spanish rule. The absolute powers of the governor, a restricted economic system, limited educational opportunities, and poor sanitation forced many Puerto Ricans to live in poverty and ignorance and to be deprived of any training in the art of self-government.

With the coming of the Americans in 1898 rapid progress was made. A consistent policy of granting Puerto Rico more self-government was pursued by the administration in Washington. After nineteen years of training in self-government the Insular Legislature was placed in the hands of the Puerto Ricans. Thirty years later the Governor became popularly elected; and in 1952 the third branch of government, that of the judiciary, became locally appointed.

By Public Law 600 of 1950 the Puerto Ricans were permitted, with certain limitations, to form their own Constitution. In 1952, keeping within these limitations, a Puerto Rican Constitutional Convention drew up a fundamental law which was accepted by the people of Puerto Rico in a

referendum, and also by the Congress and President of the United States. On July 25, 1952, this Constitution became effective and Puerto Rico was elevated to a new political status, that of a Commonwealth. The Island is neither a state of the Union, a dominion nor a sovereign state. Insular affairs are controlled by the Insular Government while such measures as foreign policy and defense are controlled from Washington. Congress and the President have lost their power to veto insular legislation. Puerto Rico's present position rests between that of a colony, where internal and external policies are controlled by the imperial power, and that of a dominion, where such policies are conducted by the local government.

The general conclusions are that: (1) political democracy does exist in Puerto Rico, though of recent origin; (2) the grass roots of political democracy in Puerto Rico are found in local institutions which have for the first time been treated here at some length; (3) the Puerto Ricans realize that democracy does not function in a vacuum and that economic and social problems must be considered; (4) considerable progress has been made in the political, economic, and social fields through Puerto Rican initiative characterized by "Operation Bootstrap"; (5) Puerto Rico could not adequately thrive without the American market and aid designated as "Operation Boost"; (6) the commonwealth status was mutually agreed upon by the two governments and is the first of its kind in the American system of government; and (7) the commonwealth status might serve as a guide to other imperial-colony relationships in international relations where the desire for self-determination is causing disorder.

M

146. MALLETTE, Paul Norman, Jr. (Ph. D.). "PERCEPTIONS OF EDUCATORS IN PUERTO RICO TOWARD CAREER EDUCATION." Colorado State University, 1976. 160 pp. Source: DAI, XXXVII, 12A, Part 1 (June, 1977), 7718-A-7719-A. XUM Order No. 77-12,051.

This study was undertaken to offer educators in Puerto Rico information pertaining to the planning of a K-12 career education program, and particularly the teacher reinforcement training program involved. The study populations consisted of distributive education teacher-coordinators and vocational guidance counselors in the Commonwealth of Puerto Rico.

There were three major objectives of this study: (1) To determine whether there are significant differences in the perceptions of distributive education teacher-coordinators and vocational guidance counselors in Puerto Rico toward career education; (2) to determine whether there are significant differences in their perceptions of distributive education teacher-coordinators and vocational guidance counselors in Puerto Rico with regard to the method of curriculum organization which would best serve career education in Puerto Rico; (3) to present information that would offer benefits regarding career education in educational systems in Puerto Rico.

The questionnaire used in this study sought data pertaining to: (1) demographic information, (2) the perceptions of the participants with regard to career education, (3) career education information using a specific answer, and (4) method of curriculum organization.

The survey instruments, each with a letter of explanation, were sent to the State Department of Education in Puerto Rico. The questionnaires were then sent by the appropriate supervisors to all distributive education teacher-coordinators and vocational guidance counselors on the Island.

A one-way analysis of variance procedure was used to test H_{01} and its six related sub-hypotheses which pertained to the study participants' perceptions of career education. A chi-square analysis was used to test H_{02} and its six related sub-hypotheses which pertained to the study participants' perception of which method of curriculum organization would best serve Puerto Rico in the implementation of career education.

In conclusion, a statistical examination of the data revealed that distributive education teacher-coordinators and vocational guidance counselors in Puerto Rico differed significantly in their perceptions of career education. It was

also found that male and female distributive education teacher-coordinators in Puerto Rico differed significantly in their perceptions of career education. The "Infusion" method of curriculum organization was unanimously chosen by both study populations.

147. MAMONE, John Robert (Ed. D.). "ITALIAN AND PUERTO RICAN MALE SOCIAL BONDS IN SCHOOL, FACTORY AND COMMUNITY." Rutgers University, 1978. 491 pp.
Source: DAI, XXXIX, 5A (November, 1978), 3015-A. XUM Order No. 7820330.

The central problem of this study is the relationship between the mechanisms of male social bonding and acculturation among Italians and Puerto Ricans in the industrial center of Paterson, New Jersey. The focus of the research was upon the nature of male social bonds among males in a high school and their near peers in textile factories. Attention was given to generational, ecological and historical circumstances as well as to primordial attributes in order to develop systemic sets of bonding patterns. Male bonding patterns define and govern ethnic social encounters which affect the ways ethnic groups are perceived by agents of the dominant society and their rate of mode of acculturation into the dominant society.

In a two-year field study, the private and public domains were examined through participant-observation in schools, factories and neighborhoods. Italians exhibited intergenerational and socioeconomic variables. They exist in varying degrees of acculturation; profound differences exist between immigrants and Italian-Americans. Puerto Ricans live in a comparatively unified ethnic-cultural milieu, yet a variety of ecological and institutional circumstances divide these males into a multiplicity of cliques.

Male bonding aggregates are the local termini of a web of social bonding networks. Such cells share definable characteristics which include the existence of a complex bonding cell hierarchy, bonding activities based upon shared interests and processes such as aging, marriage and transience which contribute to the formation and the destruction of bonding cells. Cell members exhibit strong

emotional ties. Interdependence and mutual identification sustain the aggregate.

Conclusions are that, while the proclivity of males to form peer bonding cells may be rooted in biological necessity, powerful ecological, social and cultural factors define specific bonding manifestations. Thus, bonding patterns vary tremendously, even at the microlevel of the local community. Textile worker agemates will tend to bond around ethnic neighborhood clubs rather than in the mills, while high schoolmates develop a dual set of bonds--one an interest clique hierarchy which emerges in an institution which demands age-homogeneous bonding, the other being neighborhood territorial ethnic bonds. During the transition period to young adulthood, the male bonding cell functions as an adaptive response which cushions the impact of the dominant society upon the ethnic youth.

Male bonding fits other needs dispositions through patron-client relationships and surrogate kinship within each bonding cell. These enable males to be less dependent upon impersonal outside agencies and institutions of the larger society. New cultural values and modes of behavior are gradually adopted or rejected by mutual consensus in the bonding cell. Demographic patterns, ideological differences and differential access to power and societal rewards lead to variations among ethnic male bonding cells.

The significance of the study lies in its illumination of a variety of male peer group bonding patterns in specific ecological conditions. Field studies of male (and female) aggregates will prove useful in examining the ways in which ethnic groups relate to institutions of society and to the acculturation process. It is hoped that this and future studies will reform certain misdirected instruments of ideational public policies toward the structure and fabric of male peer groups among ethnic groups and social classes.

148. MARCANO-BLANCO, Rafael (Ed. D.). "TRAINING INTERESTS, IMPORTANCE GIVEN TO TRAINING, AND OTHER RELATED FACTORS IN ADULT EDUCATION IN PUBLIC AGENCIES OF PUERTO RICO." Indiana

MARCANO-BLANCO

University, 1965. 203 pp. Source: DAI, XXVII, 2A (August, 1966), 370-A. XUM Order No. 66-3122.

Problem

The main purposes of this study were to identify a common core of training interests in professional adult education among practitioners in public agencies of Puerto Rico, and to determine how important professional areas were for the training of such practitioners.

Procedures

From among the personnel listed by each of 24 selected agencies, random samples were drawn consisting of 480 practitioners identified in the study as change agents, and 54 identified as supervisors. Twenty-eight official leaders from the central offices of the agencies also participated. Government documents constituted additional sources.

From the literature on professional adult education in the United States a topic inventory consisting of 100 items was developed. One form of the inventory with a scale of interest was given to the change agents and supervisors. Another form with a scale of importance was given to the central agency leaders. The inventory was validated through a panel of adult education professors from Indiana University. A Spanish version was prepared and tested in Puerto Rico. Interviews and general data sheets were also used to collect data. Frequency and percentage analyses were utilized in the interpretation.

Major Findings

Change agents and supervisors had similar high training interest in all the topics under each of the following professional adult education areas: Social Function; Psychological and Sociological Bases; Methods and Procedures; Role of Content; Planning and Development of Activities; Personnel Recruitment and Training; Recruitment and Participation of Adults; Relationships Between the Agency, the Adult Education Program, and the Community; Materials, Equipment, and Facilities; and Administration and Supervision.

Related data led to the hypothesis that the

high interest revealed in the professional adult education areas could be explained by the following factors: high expectations placed on education by Puerto Rican society, nature of the educational objectives, wide scope of the agencies' work with adults, vocational commitment of the personnel in adult education, relatively low mean age of the respondents, and scanty training and short experience in adult education reported by a large part of the sample.

All of the 28 central agency leaders gave high importance ratings to the 100 topics. Lack of enough adult education training among the personnel, lack of trained professionals in adult education and of funds to make the training accessible to the field workers, and marginality were broad problem areas uncovered.

Among the change agents and supervisors 8.2 per cent and 22 per cent respectively reported participation in credit university courses in adult education.

Among both groups 23 per cent reported participation in non-credit adult education training.

Conclusions

1. This study supports a previous study on the commonality of training interests among adult education practitioners, and a recent study on the use of adult education to renovate Puerto Rican society.

2. This study supports the view of adult education as an important emerging field of professional training.

3. Adult education in Puerto Rico faces problems similar to those faced by this field in the United States such as marginality and lack of trained personnel.

4. Common programs in adult education training in Puerto Rico could satisfy the professional interests of practitioners currently engaged in this field and could eliminate duplication of training efforts among different agencies.

5. Basic adult education training in Puerto Rico for instructional personnel, community field

workers, and supervisors need not be differentiated.

6. Common training interests in adult education among change agents and supervisors of different public agencies can lead to improved communication and cooperation among such agencies.

149. MÁRQUEZ, Rosa Luisa (Ph. D.). "THE PUERTO RICAN TRAVELING THEATRE COMPANY: THE FIRST TEN YEARS." Michigan State University, 1977.
229 pp. Source: DAI, XXXIX, 1A (July, 1978), 26-A. XUM Order No. 7810089.

One of the most important and positive developments of the theatre in the United States in the past twenty years has been its diversification, allowing drama to address the concerns and values of special interest groups and serve the crucial cultural function of reflecting the ethnic and racial composition of a heterogeneous society. Political groups and a wide variety of minorities have been able to express fundamental identities on a public forum and have developed nontraditional approaches which have altered the nature, quality and substance of recent theatre and drama in the United States. Off-Broadway, off-off Broadway, regional companies, black theatre, women's theatre, guerrilla theatre and groups such as the Living Theatre, the Open Theatre and Teatro Campesino, have provided a way of breaking the hegemony of the New York commercial theatre by addressing the audience's need to see their problems enacted in understandable terms. The Puerto Rican Traveling Theatre is one of the most recent of these independent, nonprofit theatre groups.

It is the purpose of this study to examine the work of the Puerto Rican Traveling Theatre in New York from 1967 to 1976 and the factors that made it possible.

Chapter one demonstrates the relationship between certain social, economic and cultural realities in Puerto Rico and the emergence of the PRTT in New York. A survey of the theatre activities in Puerto Rico from the development of a truly nationalistic drama in 1940 to 1967 sets the theatrical background for the group. An overview

of the factors that prompted the mass migration of Puerto Ricans to the U. S. during the 40s is also included in this chapter.

Chapter two examines the philosophy of the PRTT based on its status as a nonprofit, professional, bilingual theatre organization with the specific task of addressing the concerns of the Hispanic community. The company's three major programs: the Traveling Theatre, the Laboratory Theatre and the Training Unit are also discussed in this chapter as well as its relationship with similar theatre movements.

The productions and activities of the PRTT from 1967 to 1971 are examined in chapter three. The Oxcart by René Márquez, Crossroads by Manuel Méndez Ballester, and A Dramatized Anthology of Puerto Rican Short Stories are discussed in depth as representative productions of this period.

Chapter four examines the work of the company from 1972 to 1976. Luis Rafael Sánchez' The Passion of Antígona Pérez. Osvaldo Dragún's Stories to Be Told, and Piri, Papoleto and Pedro, Directed by Pablo--a dramatized anthology of "Nuyorican" poetry--by Piri Thomas, Jesús Papoleto Meléndez and Pedro Pietri are analyzed as representative productions of this period.

The study is an examination of work in progress. What emerges is a portrait of a theatre with a social as well as an artistic function. The Puerto Rican Traveling Theatre is the most important Puerto Rican theatre group in the United States. Its history, activities and accomplishments are the subjects of this study.

150. MARTIN, George Edward (Ph. D.). "ETHNIC POLITICAL LEADERSHIP: THE CASE OF THE PUERTO RICANS." Fordham University, 1975. 335 pp. Source: DAI, XXXVI, 3A (September, 1975), 1775-A. XUM Order No. 75-18,889.

Political theory on the development of ethnic political leadership is based on studies of ethnic groups which were primarily of European background, groups not only racially homogeneous but also of the same race as the dominant white group in

American society. The development of their political leadership occurred in an environment in which the individual groups had a rapport with local government and the political party.

The existing theory assumes an ethnic group's political leadership is restricted to those members of the group who have gained formal positions of power in government or the political party. The theory overlooks ethnic group members who have attained high positions in business, religion, education, and community organizations, and who play a role in representing the political interests of the ethnic group.

Today, however, much of the political environment has changed. The death knell has rung for the strong party machine in city after city. Leaders of business, religious, educational, community, and voluntary organizations appear to have taken on a new importance in representing the ethnic group's political needs. And since urban government no longer possesses the resources to meet the demands of today's ethnic and racial minorities, the federal government has become a more active participant in urban affairs.

The nature of the minority group has changed, too. European origin is no longer predominant. Different racial characteristics between the minority and the dominant groups in American society are almost the rule.

Puerto Ricans are a major faction of these new minority groups. They are a racially heterogeneous group and have become an increasingly large proportion of the East Coast urban populations, especially in New York City. Yet, no systematic study of Puerto Rican politics appears in published political science literature, and sociological writings have touched only marginally on Puerto Rican politics.

With this in mind, a new theory on the development of ethnic political leadership may be needed. It is the purpose of this study to find out, to discover whether or not theory on the development of ethnic political leadership is applicable to Puerto Rican political leaders, and to uncover any new and possibly unique patterns of political development, activity, and attitudes that Puerto Rican political leaders might display. In addition, the study is designed to test the validity of the

existing theoretical assumptions about the primacy of the roles played by governmental and party officials in representing an ethnic group's political interests.

By using a "reputational approach" to the selection of Puerto Rican leaders, the study shows that non-governmental and non-party leaders in the Puerto Rican community are counted among the most influential representatives of its political interests.

The study finds that Puerto Rican political leaders do share with European ethnic political leaders similar socioeconomic characteristics, organizational associations, attitudes towards political strategies, leadership functions, and intragroup relationships. But it also finds that Puerto Rican political leaders differ significantly from European ethnic leaders on each of these points, most importantly in their pursuit of political strategies which are independent of the political party organization (so very important for the European ethnic political leaders).

To some extent, the differences between the European ethnic political leaders and the Puerto Rican political leaders are due to characteristics of the Puerto Ricans themselves, but the principal causes of the differences have been the decline of the political party and the concomitant changes that phenomenon has brought about in the political system, notably the rise of bureaucratic power.

The study concludes that a new theory on the development of ethnic political leadership is needed, one broad enough to include both the characteristics of new groups entering American urban communities and the European ethnic groups, and one broad enough to include the conditions that exist in today's political system as well as those which once existed for European ethnic groups.

151. MARTINEZ, Robert Anthony (Ph. D.). "ACADEMIC VARIABLES AMONG ISLAND BORN AND MAINLAND BORN PUERTO RICAN STUDENTS IN THE BARUCH COLLEGE SEEK PROGRAM." Fordham University, 1978.
133 pp. Source: DAI, XXXVIII, 12-A (June,

1978), 7155-A. XUM Order No. 7809008.

The school populations of the inner cities reflect the unique ethnic and racial diversity of the United States.

This ethnic and racial uniqueness has received close attention by researchers in recent years. In general, it can be said that non-white, non-English speaking students perform differently from white, English speaking students. It can also be said that, generally speaking, non-white, non-English speaking students achieve much lower than white, English speaking students in course work and on standardized tests. Also non-white, non-English speaking students have very high dropout rates from school when compared to white, English speaking students.

Racial and cultural identity are sometimes singled out as the variables responsible for the inequities involved in the academic performance of some American students. The variables of race and cultural identity are often thought of as being distinctively different from one another. But at times some groups are identified as racially and culturally unique simultaneously.

Such is the case for mainland born Puerto Rican students. And, more often than not, at the same time they are classified as non-white. The Island born Puerto Rican student, living in a culturally homogeneous society, obviously is free from being singled out as culturally different. And even when racially categorized, it is from a Latin perspective of race rather than the white, Anglo-American perspective. Along with the societal classifications of racial and cultural identity are the individual's own perception of his or her racial-cultural identity. These racial-cultural identity considerations among mainland born and Island born Puerto Ricans along with geographical and environmental factors account for a dual ethnicity among Puerto Ricans.

This study sought to evaluate the effect of this dual ethnicity on the academic performance, rates of attrition and the selection of subject majors of undergraduates by comparing the two distinct ethnic groups with a common cultural background.

The subjects in this study were 240 undergraduates attending Baruch College, a public unit of the City University of New York. The subjects were randomly selected from a limited pool of students in the college's SEEK (Search for Education, Enlightenment and Knowledge) Program. The subjects were then divided into two ethnically distinct groups on the basis of place of birth and a minimum number of years of public schooling there.

The grade point index for each student's first thirty credits was used to measure academic achievement. An analysis of variance, double classification was employed to test for significant differences between the groups while an additional t test was employed to test for significant differences between the same sex of the two ethnic groups.

The attrition rates for each group were obtained from the permanent records and converted to mean percentage scores. Two t tests were employed to test for significant differences between the same sex of both ethnic groups.

The selection of majors also involved obtaining the mean percentage scores of each groups' males and females with regard to the selection of business, liberal arts or education. A series of t tests were employed to test for significant differences between the same sex of the two ethnic groups with regard to choosing a major subject area.

The findings indicated that the Island born males and females achieved significantly higher than the mainland born males and females. Attrition rates for mainland males and females were significantly higher than those of Island born males and females. With one exception, there were no significant differences found between the two ethnic groups in selecting subject majors. The one exception was found among mainland born males. They selected business as a major in significantly higher numbers than Island born males.

The principal recommendations for this study were: 1. This study should be replicated on a larger sample of culturally similar but ethnically distinct students living in a large urban center and drawn from more than one school. 2. With the recent phenomenon of "reverse migration" in Puerto Rico, this study should be replicated on the same or a larger sample of culturally similar but

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ethnically distinct students at one of the many colleges and universities in the Commonwealth of Puerto Rico. 3. This study should be expanded to include other samples of ethnically distinct but culturally similar students living in biracial and multiethnic societies within or outside of the continental United States. 4. This study should be replicated on a larger sample of culturally similar but ethnically distinct college students coming from educational backgrounds that include the private schools as well as the public schools.

152. MARTINEZ, Ruth E. (Ph. D.). "SOCIOECONOMIC REINTEGRATION OF RETURN MIGRANTS TO PUERTO RICO." Columbia University, 1982. 312 pp.
Source: DAI, XLIII, 5A (November, 1982), 1601-A. XUM Order No. DA8222444.

The purpose of this study is to ascertain the differential economic reintegration of return migrants into Puerto Rican society and to analyze the background characteristics and migratory experiences as they relate to the return migrants' present socioeconomic position.

The study is based on an area sample stratified by regions and by urban and rural areas. Return migrants' heads of households who returned to Puerto Rico between 1967-77 were interviewed. The overall findings of the study show that informants' education, number of years since return, network help in Puerto Rico, longest job in the United States, parental education, and parental occupation influence the socioeconomic status of return migrants.

Those return migrants with higher educational achievement, 6 or more years in Puerto Rico, whose parents had higher educational and occupational experiences, tend to fare better on their socioeconomic reintegration into Puerto Rican society.

153. MATHEWS, Thomas G. (Ph. D.). "PUERTO RICAN POLITICS AND THE NEW DEAL." Columbia University, 1957. 497 pp. Source: DAI, XVII, 8 (August, 1957), 1741-1742. XUM Order No.

22,056.

The New Deal set out to reverse the thirty years of colonial neglect which had produced a chronic state of poverty in Puerto Rico. However, the first Roosevelt appointee in Puerto Rico, Robert Gore, was an inept and inexperienced administrator. Governor Gore was soon caught up in the political struggles of the Puerto Ricans. The final battle revolved around a move to interject politics into the educational system under the guise of setting up an Americanization program. The case was carried to the President. Roosevelt, acting on the studied advice of Dr. Hopkins, President of Dartmouth College, backed the incumbent Commissioner of Education. Robert Gore resigned and was replaced by the austere and prestige-bearing military figure of General Blanton Winship.

The plans for economic reconstruction of Puerto Rico were launched during a visit to the Island by Mrs. Roosevelt and Dr. Tugwell. Three prominent Puerto Ricans were selected to draw up an economic plan which had as its central feature the enforcing of the 500-acre limitation in the corporate ownership of sugar land. Dr. Ernest Gruening, a recognized liberal and friend of the Puerto Rican politician who had led the fight against Gore, Luis Muñoz Marín, was appointed administrator of the Puerto Rican Reconstruction Administration.

Due to the administrative and legal difficulties the program was slow in developing. Limited funds forced a revision of the over-all objectives of the program. Model sugar, coffee, and tobacco farms were set up. However, the administration of this program was tightly controlled by Dr. Gruening. The Puerto Ricans who worked closely with him were, for the most part, the political followers of Luis Muñoz Marín, who was also a leader in the movement for independence of the Island.

Violence by the more extreme independentistas provoked a decision by the federal government to offer independence to the islanders. This move was designed to lay to rest all independence agitation either by having it accepted, a result which was not thought probable, or having it rejected. Senator Muñoz Marín, who, with other Puerto Ricans, had not been consulted on this move, argued that the issue of independence was not being fairly offered to the Puerto Rican people since the

economic conditions under which independence would be granted were detrimental to the islanders.

Dr. Gruening was most concerned that independence be rejected. In an effort to prevent his Puerto Rican Reconstruction Administration from being used by the pro-independence elements, he undertook to drive out or silence all known independentistas in his organization. He also made inquiries concerning the loyalty of the educational system. He cooperated with General Winship in moves to restrict the demonstration of the more extreme leaders of the pro-independence movement.

In the opinion of the Washington officials the results of the 1936 election on the Island rejected the offer of independence. Discrimination against those who expressed independence sentiments now increased more than ever. The pro-independence wing of the minority party was broken, thus destroying the effective political opposition. The once defended Commissioner of Education was replaced by an unknown figure who was instructed to convert Puerto Ricans into Americans. Finally the slow pressure of government restrictions on the extremists broke out into tragic violence which saw almost twenty peaceful demonstrators killed by the police.

The study ends at this low point in United States-Puerto Rican relations. The New Deal, which had gotten off on a false start, wound up in an even more reactionary state. The brief interim marked by attempts at economic renovation pointed toward a possible answer to thirty years of colonialism.

154. MATOS-BETANCOURT, Minerva (Ed. D.). "AN ASSESSMENT OF THE COOPERATIVE OFFICE EDUCATION PROGRAM IN PUBLIC HIGH SCHOOLS OF PUERTO RICO." University of Kentucky, 1980. 260 pp. Source: DAI, XLI, 7A (January, 1981), 2897-A-2898-A. XUM Order No. 8027992.

The purpose of this study was to assess the cooperative office education program in Puerto Rico in terms of the level of importance of 50 selected competencies, the student's proficiency in those

competencies, the quality of eight general aspects, and two questions regarding the strengths and weaknesses of this program. A comparison of the perceptions of students, teacher coordinators, cooperating employers, and employers of graduates engaged in this program was sought.

Five null hypotheses of no significant differences among participant groups were tested through the use of the one-way analysis of variance and the chi-square technique. The .05 level of significance was used in testing the five hypotheses.

An updated assessment instrument resulting from a survey of current professional literature and adapted to the needs of the cooperative office education program of Puerto Rico was devised. The instrument was translated into Spanish, validated and field tested in Puerto Rico. The sample size of the study was 759 participants, as follows: 584 students, 20 teacher coordinators, 124 cooperating employers, and 31 employers of graduates.

Conclusions. The following conclusions were drawn from the findings of this study: (1) Overall, it was concluded that the participants considered personal traits competencies to be more important than actual, office-related performance skills. Of the six office skills sub-categories, the four participant groups felt dictation and transcription skills were the least important. (2) The employers perceived that there were competencies which should be given less emphasis at the high school level. These were: typing stencils and spirit masters, issuing and endorsing checks, and preparing bank reconciliation. (3) There were significant differences present among participant groups regarding the level of competency developed by students. (4) There was general agreement between the categories and subcategories perceived as most and least important by all participant groups and the reported level of student competency developed in those competencies. (5) Participants perceived students as being more competent in personal traits competencies than in office-related performance skills. All participant groups agreed that students were least competent in communication skills and office skills. (6) Participants perceived that the program was enhanced due to the support given by the employer to the program and the supervision of students by teacher coordinators; while the lack of equipment, office machines, and physical facilities

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of the school and the insufficiency of jobs available hindered the quality of the program. (7) The program was perceived as more effective in developing social maturation and desirable attitudes, skills, and technical knowledge in the students than in providing in-service training activities or monetary incentives to participants. (8) Participants considered that the program should be reinforced in the following areas: availability of training stations, communication between school and industry, and planning, organization, and promotion of the program.

155. MATOS-BETANCOURT, Nilda (Ed. D.). "AN ASSESSMENT OF INSERVICE TRAINING NEEDS OF VOCATIONAL TEACHERS IN THE PUBLIC SCHOOLS OF PUERTO RICO AS PERCEIVED BY TEACHERS AND ADMINISTRATORS." University of Kentucky, 1980. 341 pp. Source: DAI, XLI, 7A (January, 1981), 3073-A-3074-A. XUM Order No. 8027993.

The purpose of this study was to assess the inservice training needs and the priorities for meeting the inservice training needs of vocational teachers in the public schools of Puerto Rico according to the perceptions of vocational teachers and administrators.

A total of eighteen vocational and academic schools were randomly selected to participate in the study. The sample of subjects comprised 222 vocational teachers and 41 administrators broken down as follows: 18 school directors, 20 supervisors, and 3 regional coordinators. Teachers' vocational program areas were: (1) Distribution and Marketing, (2) Health Related Occupations, and (3) Home Economics (Gainful), (4) Office Occupations, and (5) Trades and Industry.

The University of Minnesota instrument entitled "Staff Development Professional Needs Assessment" was modified and used in the study. It contained 110 competencies listed under the following 11 categories: (1) Program Planning, Development, and Evaluation, (2) Instructional Planning, (3) Instructional Techniques, (4) Personalized Instruction, (5) Instructional Evaluation, (6) Instructional Management, (7) Guidance, (8) School-Community

Relations, (9) Student Vocational Organizations, (10) Professional Role and Development, and (11) Coordination.

Data were collected during May, 1979. Descriptive statistics were developed to analyze the responses provided by subjects. Mean scores and rank orders were calculated to determine differences between vocational teachers and administrators and between degree and nondegree teachers.

Based on the findings of this study, the following conclusions were drawn: (1) Strong disagreement existed between teachers and administrators as to their perceptions of the inservice training needs and the priorities for meeting inservice training needs of teachers. (2) Administrators felt teachers had high inservice training needs for instructional evaluation competencies, specifically in those related to assessing student performance and evaluating teacher effectiveness. (3) Teachers and administrators strongly disagreed in their perceptions of inservice training needed and priority assigned to competencies listed under the "coordination" category. (4) A close working relationship did not exist between school and business/industrial community since six of the ten common competencies perceived by teachers and administrators as teachers' highest inservice training needs and priority dealt with organizing, utilizing, and maintaining advisory committees as well as with conducting occupational surveys. (5) Both teachers and administrators agreed that teachers had little need for inservice training in competencies dealing with guidance activities. (6) Degree and non-degree teachers expressed general agreement in identifying their inservice training needs and in prioritizing those needs.

156. MERLO, Joan Margaret Reidy (Ph. D.). "PUERTO RICAN STUDENTS IN ROCKVILLE CENTRE AND BROOKLYN DIOCESES: AN INVESTIGATION OF SOCIOECONOMIC AND EDUCATIONAL CHARACTERISTICS." Fordham University, 1982. 107 pp. Source: DAI, XLIII, 3A (September, 1982), 938-A-939-A. XUM Order No. DA8213249.

This study examines reading scores and occupational scores drawn from a sample of Rockville Centre and Brooklyn dioceses Puerto Rican and non-Puerto Rican students and their fathers.

Previous research that focused on Puerto Ricans was mainly concerned with the Taeuber and Duncan formulations that describe invasion-succession characteristics of selected groups. Other studies investigated the social and psychological dimensions of the Puerto Rican migration. Collectively, this literature concludes that Puerto Ricans are unlike any other group that has come before.

These findings warranted a reexamination of other theoretical formulations and their applicability to Puerto Ricans. In particular, this study examines the Burgess theorem of residential settlement zones and an implied economic gradient, and combines this with education theory that suggests the socioeconomic factors are powerful predictors of academic achievement.

Findings derived from the occupational data support the Burgess theory. Results derived from the reading score data, however, were mixed. It is suggested that the unique character of the educational findings are not so much due to the sample being Puerto Rican, but rather are a result of factors involving the parochial school system itself from which the sample was drawn. This conclusion is based on the fact that there was little difference between the Puerto Rican and non-Puerto Rican students' reading scores within each diocese.

The following summary points are offered in conclusion: (1) The most significant conclusion drawn from this study is that Rockville Centre Puerto Rican and non-Puerto Rican fathers obtained significantly higher mean occupation scores than did the Brooklyn diocese groups with few exceptions. To move out is to move up. (2) The results derived from the reading score data suggest few differences among the four groups in relation to this variable. In effect, it has been demonstrated that when significant differences occurred, the mean reading scores never varied more than three months either within diocese or between the dioceses. Thus a similarity among reading scores is occurring among groups with significantly different occupational scores. (3) Given the above results, it follows that occupation scores and reading scores among the groups studied were not predictive of each other.

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157. MESWICK, Susan Anne (Ph. D.). "MIGRATION, HEALTH AND SCHOOLING: A CASE STUDY OF PUERTO RICAN ADOLESCENTS IN URBAN CONNECTICUT." University of Connecticut, 1982. 225 pp. Source: DAI, XLIII, 8A (February, 1983), 2718-A-2719-A. XUM Order No. DA8302082.

This dissertation examines issues of health, education and migration among Puerto Rican adolescents who attend Hale Middle School in Hartford, Connecticut. This school was the location of an innovative, community-initiated, school-based health screening and treatment program in which the author played a role in development and implementation. The school setting proved to be an excellent site for research into the migration process and its relation to physical and mental health, education and social variables.

A sample of 255 students was selected from the 285 teens screened by the health program. In addition to the health and mental health status data available through this program, household structure, mother's education, homelife, information on recency of arrival, birthplace, and other migration data were obtained through interviews with parents and students. School records were examined for such information as attendance, standardized test achievement, program placement, number of residence changes within the city of Hartford, and social and behavioral problems while in school.

The results of this work indicate that new arrivals from the Island of Puerto Rico tend to have a depressed socioeconomic profile, a high incidence of physical health problems (especially parasitic disease), lack health care providers, but appear to be well-adjusted and have few psychosocial problems. They do poorly in school, fall below grade equivalents and are likely to return to Puerto Rico within a year after they move to Hartford.

Second generation adolescents and long term "resident" migrants are more likely to perform better in school, have regular health care providers,

a lower incidence of physical health problems, but have a high incidence of psychosocial adjustment problems. The implications of these findings concerning the trajectory of migrant adaptation are that adaptation to new environs does not necessarily occur in strictly a linear fashion, but that the adaptational model is more complex. As length of time in Hartford increases, mental health deteriorates, in spite of better socioeconomic indicators and better physical health status.

158. MILLER, James Bernard (Ph. D.). "AN ANALYSIS OF PERSONAL TRAITS, PERCEPTIONS OF REMEDIAL COURSES AND COLLEGE GRADE POINT AVERAGE OF OPEN ADMISSIONS FRESHMEN." Fordham University, 1973. 218 pp. Source: DAI, XXXIV, 1A (July, 1973), 124-A. XUM Order No. 73-16,054.

The purpose of this study was to analyze three aspects of the remedial program for the 1970-1971 open admissions freshmen at Herbert H. Lehman College of The City University of New York: (1) student characteristics as measured by selected College Student Questionnaires (CSQ) subtests; (2) students' perceptions of their remedial courses and instructors; and (3) student achievement as measured by their college grade point average.

Two instruments were used to fulfill the purpose of the study: (1) CSQ subtests on Cultural Sophistication, Social Conscience, Motivation for Grades, Family Independence, and Peer Independence; and (2) an interview schedule constructed by the investigator to record students' responses to questions on their perceptions of remedial courses and instructors. The interview schedule was validated by specialists in college curricula and student counseling. A pilot study was conducted to improve the useability of the instrument and to eliminate from the initial pool of items those which functioned poorly.

The study was limited to the 791 traditional admittees and the 1,272 open admissions students who comprised the total freshman class of 1970-1971 at Herbert H. Lehman College of The City University of New York. For purposes of comparison, the

population was subdivided into the following categories: 1. Open admissions students. 2. Traditional students. 3. Participants in remedial courses. 4. Non-participants in remedial courses. 5. Level A participants. 6. Level B participants. 7. Males. 8. Females. 9. Black students. 10. Puerto Rican students. 11. White students.

Analysis of the data yielded the following findings:

1. Open admissions students scored significantly higher on the Cultural Sophistication subtest than did the traditional admittees, while the traditional admittees scored significantly higher on the Social Conscience and Motivation for Grades subtests.

2. No significant differences were found between open admissions students and traditional admittees on age and on scores on the Family Independence and the Peer Independence subtests.

3. Students who participated in the remedial courses scored significantly higher on the Family Independence subtest than did the non-participants, while the non-participants scored significantly higher on the Motivation for Grades subtest.

4. The mean age of the black students was significantly higher than that of the white students, while the mean age of the Puerto Rican students was significantly higher than those of the blacks and the whites.

5. No significant differences were found among the mean scores of the black, Puerto Rican, and white students on any of the CSQ subtests.

6. Negative relationships were found between age and college grade point average, and between scores on the Peer Independence subtest and college grade point average for the students with high school averages below 70 percent.

7. The major proportion of the students in all subject areas rated their courses as "average."

8. The majority of the students in the academic skills courses and those in the remedial mathematics courses rated their instructors as "good," while the majority of the students in the

remedial English courses rated their courses as "average."

9. The mean high school average of non-participants in the remedial courses was found to be significantly higher than that of the participants. Similarly, the mean college grade point average of the non-participants was significantly higher than that of the participants. All college grade point averages were computed from grades earned in non-remedial courses.

10. No significant differences were found between Level A and Level B participants on college grade point average.

11. The non-participants had significantly higher college grade point averages than did the participants in the remedial mathematics courses and those in the remedial English courses.

12. No significant differences were found between the mean college grade point average of the non-participants and that of the participants in the academic skills courses.

159. MIRANDA-IRLANDA, Wilfredo (Ph. D.). "POLITICAL

SOCIALIZATION IN PUERTO RICO: A DEVELOPMENTAL STUDY." University of Michigan, 1973. 340 pp.

Source: DAI, XXXV, 1A (July, 1974), 538-A.

XUM Order No. 74-15,803.

A primary concern in the study of political socialization is the developmental pattern of political orientations over the life cycle of individuals. Recently, Greenstein and the Chicago researchers have suggested one characteristic pattern whereby children are rapidly inducted into the political system and at a relatively early age adopt political orientations previously related only with adults. They have specifically suggested that political orientations begin early in life, develop rapidly, although to varying degrees, and reach stable, nearly-adult levels by the end of elementary school. This model has been widely accepted in political socialization research almost to the degree of neglecting contrary developmental patterns.

The objective of the present research is not to

deny at all this developmental model as a description of early political socialization; but, rather, to propose that there are alternate models in the development of relevant political orientation. The major hypothesis of this study is that substantial changes occur in the development of politically relevant orientations during adolescence and early adulthood.

In order to test this proposition a survey was conducted in Puerto Rico in October, 1968. Questionnaires were administered to a probability sample of 2,296 subjects distributed among elementary, secondary, and college students.

The statistical analysis of the data has shown that rapid developments and changes do occur during adolescence and early adulthood in five basic orientations. These are: knowledge about the party system, political interest, political participation, political mass media, and conceptions of political authority. Party identification and political cynicism do not appear to confirm the hypothesized pattern of development.

This pattern remained when using controls for social categories such as sex, region, type of school and socio-economic status. Although there were some slight effects in some of the dimensions examined, in general the effect of the social categories was not significant.

The data also confirms the hypothesis that political cynicism is a better predictor than the image measure in accounting for variations in feelings of political efficacy, voting, and disposition toward violence. An important finding was that the larger variations between cynicism and the image measure as predictors of participatory politics were found among adolescents, particularly in their relationship with disposition toward violence.

By accepting an alternate developmental model such as the one evidenced, it is hoped that a more balanced picture of political learning is restored, one logically merged into a consideration of the significance of learning in one of the most crucial periods in the foundation of political orientations in the life span of the individual--adolescence and early adulthood.

This research suggests an increase in attention

to several different aspects of political socialization. There is a clear need for a far better understanding of: (1) The pattern of change in attitudes as members age, (2) the implications of age differences in these attitudes for the stability and change of political systems under differing conditions, and (3) the origins of a sense of legitimacy for the structure of political authority. Certainly, the school as a relevant agent of political socialization plays a major role in this direction.

160. MOLINA, Carlos William (Ed. D.). "DEVELOPMENT OF CONTENT AREAS FOR A HEALTH CURRICULUM FOR NEW YORK CITY COLLEGE PUERTO RICAN STUDENTS."

Columbia University Teachers College, 1979.

308 pp. Source: DAI, XL, 4A (October, 1979), 1894-A. XUM Order No. 7923609.

The purpose of this study was to develop guidelines for a culturally relevant Health Education curriculum for New York City Puerto Rican college students.

A modified three round delphi technique was used to gather the data. The questionnaire resulted from a review of the literature and input from experts in the field. In addition, the original questionnaire was reviewed by seven authorities to assess clarity and to recommend changes.

The questionnaire was administered through the mails. For each round, the respondents rated the various items on a seven category scale, ranging from Unimportant to Essential. During Round One, respondents rated each item and added any items that they felt should be included in the remaining rounds. During Round Two, the panelists reconsidered their Round One responses in light of the group responses; where they maintained a response outside of the majority opinion, the panelists provided a short supporting statement. Round Two included a separate listing of new items provided by the panelists in Round One; the respondents rated these items. During Round Three, the panelists reevaluated their Round Two responses in light of the Minority Statements now before them.

The final data reflect the feelings of the panelists and are organized into tables providing ratings for inclusion in the Health Education curriculum for the New York City Puerto Rican college students: I. Essential--an interquartile range spread of 1.00 or less, and a median rating between 6.50 and 7.50; II. Useful--an interquartile range spread of more than 1.00, but less than 4.00, and a median rating between 5.50 and 7.50; III. Unimportant--an interquartile range spread of 4.00 or more, and a median rating of less than 5.50. Of the 349 total items, seventy-four (21.2 percent) were rated as Essential (I); 208 (59.6 percent) as Useful (II); and sixty-seven (19.2 percent) as Unimportant (III).

The two sections ranked highest and considered most Essential were Prevention and Consumer Health Education. Prevention had six (85.7 percent) of the items rated as Essential, and one (14.3 percent) of the items rated Useful; no item was rated Unimportant. Consumer Health Education had twelve (63.2 percent) of the items rated Essential (I), and seven (36.8 percent) of the items rated Useful; no item was rated Unimportant.

Addictions and Dependencies, along with Prenatal Education, received high ratings also. Addictions and Dependencies was given fifteen (35.0 percent) Essential, twenty-five (58.1 percent) Useful, and three (7.0 percent) Unimportant. In comparison, Prenatal Education was given twelve (30.0 percent) Essential, twenty-eight (70.0 percent) Useful, and no item was Unimportant.

The lowest accumulated scores were given to Mental Health, with two (4.9 percent) Essential items, twenty (48.8 percent) Useful, nineteen (46.3 percent) Unimportant, and to Safety Education, with 0 (0.0 percent) Essential, eighteen (81.8 percent) Useful, and four (18.2 percent) Unimportant. The items in Mental Health considered Essential were factors which affect mental health, and mental health status of Puerto Ricans as perceived by Hispanic professionals.

Finally, the panel was in total agreement that the criteria for the instructor of Health Education for Puerto Rican college students in New York City must include first, that the instructor have relevant experience working with Puerto Ricans, and second, that the instructor be well versed with the experience of the New York Puerto Rican.

MORI

161. MORI, Roberto (Ph. D.). "AUTHORITY PATTERNS AND POLITICAL PERFORMANCE IN PUERTO RICO: A CASE STUDY OF CONGRUENCE THEORY." Princeton University, 1978. 369 pp. Source: DAI, XXXIX, 6A (December, 1978), 3806-A. XUM Order No. 7823531.

This study is a test of the congruence theory proposed by Harry Eckstein. According to this theory, high political performance requires a high degree of congruence between the authority patterns at the governmental level and the authority patterns of other social units in a given society. Since the case of Puerto Rico is such a case of high political performance, it became a crucial case for the theory; that is, one in which, if a proposed theoretical relationship did not hold, the theory was invalidated. Because of massive cultural changes taking place in Puerto Rico during the present century, there was a possibility that congruence (a fact before this century) was no longer present or that it had decreased. If this was the case, then the theoretical relationship would not hold.

Authority patterns were conceived in terms of four influence dimensions (directiveness, participation, responsiveness and compliance) used to construct a typology in which the patterns of dependence and autonomy were the extreme poles and the conventional conception of "democracy" became the midpoint between the extremes. Starting from the premise that congruence existed in Puerto Rico in 1898 and that authority patterns were characterized by relations of dependence, congruence was analyzed during the present century in two different periods after 1898: the traditional patterns (covering from 1898 to roughly 1940) and the contemporary patterns (from 1940 to the present) in two governmental levels (the United States Government and the Puerto Rican Government) and three other social units (parties, schools and families).

In the traditional patterns, a transition from dependence to "democracy" was evidenced, though not in a very uniform way throughout the units. Although

far from complete, change is more uniform in the contemporary patterns. The most important finding was that congruence has been and still is present as a factor accounting for political performance in Puerto Rico despite the changes the Island has undergone after 1898. While congruence has not existed in an absolute form (i.e., when patterns are identical) after this date, it has existed in a relative way. Moreover, it was found that since the contemporary patterns were more congruent than the traditional ones, congruence has tended to increase with time, thus allowing for continuous high political performance. The relationship established by congruence theory thus holds in the case of Puerto Rico and the theory was not invalidated.

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162. NAVARRO HERNÁNDEZ, Pablo (Ed. D.). "THE STRUCTURE OF PUERTO RICAN FAMILIES IN A CONTEXT OF MIGRATION AND POVERTY: AN ETHNOGRAPHIC DESCRIPTION OF A NUMBER OF RESIDENTS IN EL BARRIO, NEW YORK CITY." Columbia University Teachers College, 1978. 239 pp. Source: DAI, XXXIX, 5A (November, 1978), 3016-A-3017-A. XUM Order No. 7821825.

The purpose of this study was to present a description of family life among a small number of Puerto Rican residents of the East Harlem community in New York City. Based on the observation of their day-to-day behavior, a model of the kinship structure was constructed. Background information on Puerto Rican migration and adaptation was offered, giving special attention to a variety of demographic data describing these migrants and to the emergence of ethnic categories and their importance to family behavior.

The socially assigned roles of men and women were explored, giving attention to the belief commonly held in this community, that men are of

the street and women are of the home. Related topics were presented, such as: male and female sexuality, virginity, and male violence; and the native concepts of "macho" and "hombre" were contrasted. The division of roles by sex within the family was shown, pointing to a matricentral pattern and demonstrating that Puerto Rican males play a very important role in maintaining the complex rules of "respeto" within the family.

The concept of "hogar" was defined, and the "compadrazgo" (ritual co-parenthood), "padrinage" (godparents), "hijos de crianza" (voluntary pro-parenthood), and "como familia" (affective kinship) kinship categories were explored. Also shown were the changes in the composition of a family through weddings, births, deaths, and subjective changes that resulted in separation, segregation, fragmentation, and ruptures, as well as the importance to the family of a family history as seen in the myths of the kinship group.

The study utilized a variety of ethnographic research techniques, such as interviews, genealogies, logs, and participant observation. The fifty-six adult informants as a group were representative of class, residence, educational, and employment patterns of this community. They also reflected the more subjective characteristics of "normality," since an effort was made not to include informants seen as "deviants" by members of the community.

The model built from this empirical observation demonstrates that there is a logical and coherent structure that enables families to function in this community. Underlying all the existing kinship relationships of what can be called "family" are three basic principles. First there is collaboration of the "hogares." Those that constitute an "hogar" are responsible for meeting most manifest functions in the family, but these "hogares" are imbedded in a rich web of reciprocal relationships with other "hogares," with the state serving as the ultimate source of assistance. The second basic principle is reciprocity. This reciprocity is shown to be non-symmetrical, not necessarily of the same type, not necessarily between the same individuals, and not limited to material things, since reciprocity of affection seems to be of great importance. The third basic principle is that of matricentrality. This means that a woman in her

role of mother is the emotive center of the family, that the daily life of the family is organized around her person, and that it is she who provides continuity for the kinship group.

163. NAZARIO, Ismael (Psy. D.). "INTERVENTION IN THE DEVELOPMENT OF NEGATIVE ATTITUDES OF FOURTH GRADE PUERTO RICAN CHILDREN TOWARD SCHOOL." Rutgers University, 1980. 225 pp. Source: DAI, XLI, 9A (March, 1981), 3934-A-3935-A. XUM Order No. 8105203.

The purpose of this study was twofold: (1) to investigate the attitudes of a sample of fourth grade Puerto Rican children toward school, education, and learning; (2) to develop a program to ameliorate negative attitudes. The population of this study was 25 Puerto Rican children in grade 4 in a suburban/rural school system whose elementary population is approximately 36% white, 56% non-white, and 8% Puerto Rican. To verify the author's long-standing assumption that fourth grade Puerto Rican children express negative attitudes toward school, other school staff familiar with these children were asked to respond to a brief questionnaire developed to obtain their opinions regarding these children's feelings. A principal, two elementary supervisors, and the bilingual school-community liaison worker responded. Results were supportive of the author's assumptions. Responses indicated the fourth grade Puerto Rican child did not necessarily like school, the teacher was not particularly concerned about him, he did not view school as a happy place to be, and the school-staff responses to him were generally non-supportive. To identify specific aspects of the development and perpetuation of negative attitudes in the sample studied, the author constructed an attitudinal scale to assess the children. This scale covered four major areas assumed to relate to school attitudes: (A) Child's attitude toward school; (B) Teacher's behavior affecting attitude of children; (C) Hispanic child's perception of school; (D) School-staff response to the Hispanic child. Assessment of the experimental group revealed most negative responses were given to questions in area B. The children tended not to express directly negative attitudes of their own and so area A received the lowest number of negative responses.

The attitudes of black and white children attending the same school were also sampled. Results obtained did not differ significantly among those populations and similar response trends were observed. Based upon results of the pilot study, a program was developed to ameliorate the anticipated negative attitudes manifested by the group on the four areas of the author's scale and nine critical items on the S. A. T. This program was developed in the form of a manual containing methods and strategies for ameliorating and preventing the problems identified in the sample studied. As designed, the program will run for six weeks. Basically, the manual consists of the following: (1) an introduction providing the teacher with background demographic information of the experimental population; (2) a description of some basic cultural differences that might interfere with the teacher's relationship with the child; (3) a brief description of the program designed for amelioration of the identified negative attitudes; (4) specific directions for completing the self-monitoring; (5) a chart-like arrangement of the 26 identified negative items with procedures for amelioration of these negative items, expected outcomes, and a place for teachers to write relevant notations. Strategies and procedures for the implementation of this program were developed. Necessary approvals have been obtained and the author intends to implement it. A plan for the evaluation of the program also was developed and will be implemented. The evaluation design includes the comparison of pre and post-test scores of the two criterion instruments. Two weeks after the program completion, and again at the end of the school year, post-tests using the same criterion instruments will be administered. Post-test results will be compared to pre-test data to ascertain immediate changes in attitude as well as maintenance of the changes at the end of the school year. An analysis of covariance will be used to compare the pre and post-test data. During the experimental period the teachers will monitor themselves using the section for self-monitoring notes in the manual. An outside monitor will visit each teacher once a week to examine each teacher's notes for completeness. The monitor, with the author, will review these notes for content analysis.

164. NICHOLS, Donald Arthur (Ed. D.). "AUDITORY DISCRIMINATION BY VIRGIN ISLANDS CHILDREN OF

DIFFERENT DIALECTS OF ENGLISH." Boston University School of Education, 1974. 59 pp. Source: DAI, XXXV, 3A (September, 1974), 1535-A. XUM Order No. 74-20,456.

An investigation was undertaken to determine if dialect differences between teacher and student may have an impeding effect on learning--particularly in reading. 120 Virgin Island and 120 non-Virgin Island young children from the public schools of St. Croix, U. S. Virgin Islands, were the subjects.

Subjects were randomly assigned to taped voices giving the Wepman Auditory Discrimination Test (Wepman, 1958). The voices on tape were representative of the three dialects of English to be found among the teachers on St. Croix--Virgin Island, Puerto Rican, and Continental.

It was hypothesized that those subjects listening to Virgin Island dialect used by the taped examiner would do significantly better than those subjects who listened to the taped examiners using either the Puerto Rican or Continental dialect of English. It was further hypothesized that as a group the Virgin Islands children would do better than the non-Virgin Island group due to the former group's normally greater exposure to the three dialects.

The hypotheses were not supported by statistical analysis of the data although when the data were graphed, a tendency for the Puerto Rican dialect to be more difficult was observed.

It was concluded that a child's ability to discriminate single isolated phonemic differences, as is tested by the WADT, may not be the critical issue in the question raised. Rather, that when a child must process whole statements made by a speaker of a dialect other than his own, a possible negative effect of that dialect difference might be manifested.

Further investigation was recommended which, using the same design, would pursue the topic in terms of ability to grasp sentence and paragraph length test items.

165. NIETO, Sonia Mary (Ed. D.). "CURRICULUM DECISION-MAKING: THE PUERTO RICAN FAMILY AND THE BILINGUAL CHILD." University of Massachusetts, 1979. 289 pp. Source: DAI, XL, 9A (March, 1980), 4861-A. XUM Order No. 8004969.

Despite the gains of bilingual education in recent years, Puerto Rican parents still seem to be largely uninvolved in any meaningful way in school decision-making. This is a direct contradiction of the very reason why so many parents and other community people fought for and won the right to have their children educated in a bilingual setting: that is, they felt that, being closest to their children not only physically and emotionally but culturally as well, they could best determine the objectives of their children's schooling. The purpose of this study was therefore to design selected procedures through which the school could involve Puerto Rican parents in decision-making for bilingual curriculum for elementary school children. The specific research objectives of the study were: (1) to describe the influence of family environment on achievement and intelligence; (2) to identify the role of Puerto Rican parents in childrearing; (3) to identify cultural characteristics that the school should consider in relating to the Puerto Rican family; (4) to identify past involvement of Puerto Rican parents in school decision-making; (5) to design selected procedures for obtaining information of two types from parents: (a) perceived ways the school curriculum is responsive or unresponsive to the needs of Puerto Rican children (a questionnaire); (b) specific information about the learning needs of particular children (a parent interview); (6) to design selected procedures for involving parents in curriculum decision-making for bilingual classrooms: (a) disseminating information to parents; (b) establishing a curriculum collective; (7) to field-test one procedure for obtaining information from parents.

The questionnaire was field-tested in two settings, both towns in Western Massachusetts with growing Puerto Rican populations, in the summer of 1978. Two general types of results were reported: the actual data collected through the questionnaire; and ways of perfecting the instrument

as well as the procedures used in administering it.

In every variable but one (responsiveness to parents), both communities, although quite different in composition, perceived the school systems as virtually unresponsive to the needs of their children. In the case of responsiveness to parents, the score of one school system was dismally low while in the other it was quite high. This would seem to suggest that responsiveness to parents is not the final step, but only the first. The parents in both communities seem to agree on three fundamental points: the schools are not dealing effectively with the linguistic and cultural needs of their children; they are not making meaningful attempts to modify the curriculum to reflect the reality of their children's lives; and they are not providing many resources which would help their children fulfill their needs.

Several types of recommendations based on the findings are made. First, indications of further needed research are made. Second, recommendations on how schools can best use the information were suggested. The third type of recommendation focused on the responsibilities of parents for communicating with schools about the needs of their children.

Assuredly, no set of procedures can reverse the situation described in this study, for it is rooted in not only the school, but in the economic, social, and political systems as well. They can, however, begin to expose some of the most blatant problems so that parents become aware of their role in combatting an unresponsive system.

166. NIEVES-TORRES, Ricarte (Ed. D.). "PARENTS'

ATTITUDES AND SOCIAL COMPETENCE OF THE MENTALLY

HANDICAPPED CHILD IN PUERTO RICO." Columbia

University Teachers College, 1982. 176 pp.

Source: DAI, XLIII, 10A (April, 1983), 3290-A.

XUM Order No. DA8304035.

This study investigated the effects of family social status on parents' attitudes of rejection and overprotection toward mentally handicapped children and the relationship of these dimensions

to children's social competence development in self-help skills, locomotion and occupation.

The hypotheses tested were: (1) Parents' rejection and overprotection toward mentally handicapped children vary significantly with the social status of the family. The higher the social status, the greater is the rejection and overprotection. (2) Parents' rejection and overprotection affect inversely the social competence of the children. The greater the rejection or overprotection, the less adequate will the children's social competence be. (3) The extent to which the children's social competence is affected varies with the social status of the parents. The higher the social status, the better is the children's competence.

Data were obtained from 180 parents of 8 to 12 year old SMR and EMR children, I. Q.'s 20 to 35 and 55 to 70, respectively. Public and private schools were equally represented as well as three broad social status levels of parents namely upper, middle and lower. Children were randomly selected from 25 urban schools representing 13 school districts from 4 of the 7 educational regions of Puerto Rico.

The measuring instruments utilized were the Parental Attitude Research Instrument (PARI) for rejection and overprotection; the Vineland Social Maturity Scale was used to determine social competence.

The results revealed a direct relationship of parents' rejection and overprotection attitudes with the social status (Hypothesis 1). The higher the social status, the greater was parental rejection and overprotection. The relationship between parents' overprotection and rejection with the children's social competence (Hypothesis 2) was not statistically supported. Results, however, indicated a significant relationship between parents' social status and the social competence of SMR children (Hypothesis 3) but not of EMR children. Within the SMR group, the higher the social status of the parents, the lower was the social competence of the children.

167. NOBOA-RIOS, Abdin Israel (Ph. D.). "AN ANALYSIS
OF HISPANIC DOCTORAL RECIPIENTS FROM U. S.
UNIVERSITIES (1900-1973) WITH SPECIAL EMPHASIS

ON PUERTO RICAN DOCTORATES." University of California, Berkeley, 1981. 172 pp. Source: DAI, XLII, 12A, Part 1 (June, 1982), 5040-A. XUM Order No. DA8212055.

The study involves a national survey of Hispanic academic doctoral recipients from United States universities during the period 1900 to 1973. The methodology required a survey instrument mailed to a population of identified Spanish surnamed doctorates as extracted from the Comprehensive Dissertation Index.

The investigation attempts to: (1) construct past and present trends in Hispanic doctoral attainment within and across Hispanic ethnic groups; (2) identify socio-economic, interpersonal and schooling backgrounds of Hispanic doctoral recipients; and (3) compare findings with national sample surveys of doctorates and studies of doctoral attainment among minorities to determine important variables toward success in graduate school among a rapidly growing racial/ethnic group in America.

168. NUNEZ-WORMACK, Elsa Maria (Ed. D.). "THE ACQUISITION OF ENGLISH AND SPANISH GRAMMATICAL MORPHEMES BY BILINGUAL PUERTO RICAN CHILDREN." Rutgers University, 1979. 148 pp. Source: DAI: XL, 7A (January, 1980), 4007-A. XUM Order No. 8000872.

The acquisition of Spanish and English grammatical morphemes by bilingual Puerto Rican children was tested in this study. Twelve hypotheses were proposed which fell into two major groups. First, the hypotheses stated that the morphemes which were more cognitively or grammatically complex would be acquired last. Second, the hypotheses stated that the final [s] would cause a point of interference in acquiring English since it undergoes different treatment in Spanish.

Three groups of 20 children, 10 males and 10

females, were given a nonsense word-grammatical morpheme test. There were a total of 14 grammatical items tested, which the children were required to produce, recognize and correct. Three tasks were administered to each subject; first in Spanish and then in English.

An analysis of variance was used to test the hypotheses. Several results were significant. The acquisition of verb grammatical morphemes in Spanish and in English improved with age and grade. However, the future tense in Spanish presented an interesting pattern of acquisition. In ranking or ordering the tenses, it was found that children's correct responses were ordered as follows: future, present, past conditional. This could be explained, at least in part, by the theory of language complexity. The acquisition of English third person singular and English possessive posed special problems for the bilingual children. The data suggested that these grammatical morphemes were not acquired until after the age of eight. In comparing them to other morphemes acquired in both English and Spanish, they were the latest to be acquired and did not improve with age.

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169. OLIVELLA-BENIAMINO, Carmen Ana (Ph. D.). "PRACTITIONERS' EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS IN PUERTO RICO PUBLIC SCHOOLS."

Florida State University, 1981. 175 pp.

Source: DAI, XLII, 6A (December, 1981), 2561-A-2562-A. XUM Order No. 8125859.

This study was designed to determine how physical educators in Puerto Rico's public schools evaluate physical education programs in grades one through twelve. The survey population was the aggregate of public schools' physical education teachers contained in the Department of Education Computer Center 1979-80 roster. A questionnaire, prepared by the researcher, was distributed to 373 practitioners. Responses were received from 250 (69.5 percent) of the subjects.

On the basis of the six areas used in the study the following data were obtained: (1) There were 221 (85.3 percent) male and 38 (14.7 percent) female teachers; 130, approximately 50 percent of the total, were in the 20-29 years of age range. (2) Physical education programs were rated as fair, on a scale of excellent to no opinion, by the practitioners at the elementary and secondary school level. (3) The development of motor skills was selected as the main role of physical education in the elementary level; the refining of personal skills capabilities was chosen as the main role of physical education by secondary school teachers. (4) Elementary school teachers chose the intramural area and secondary teachers the instructional areas as the most valuable in attaining the main objectives of physical education. (5) Lack of facilities, lack of equipment, limited funds, inadequate facilities, and lack of materials were the five major deficiencies that teachers listed as hindering most the physical education program. (6) Approximately 98 percent of the subjects had a coaching assignment in addition to regular teaching duties. (7) Only 20 (less than 8 percent) teachers out of 259 served both the elementary and secondary school level. (8) Younger teachers were more aware of and familiar with the new approaches to instructional physical education than older teachers. (9) Approximately 54 percent of the teachers chose the letter grade system as the most suitable for grading physical education students.

170. OLIVER-PADILLA, Otis (Ph. D.). "THE ROLE OF VALUES AND CHANNEL ORIENTATIONS IN THE DIFFUSION AND ADOPTION OF NEW IDEAS AND PRACTICES: A PUERTO RICAN DAIRY FARMER'S STUDY." Michigan State University, 1964. 267 pp. Source: DAI, XXVI, 4 (October, 1965), 2367-2368. XUM Order No. 65-1772.

Intra-cultural variations in value orientations have been the conceptual scheme underlying this study. This scheme postulates that a given society contains variously oriented subgroups characterized by a rank order of preference given to a set of basic principles which direct behavior in the

solution of human problems.

Basic values or value orientations were the basis for the construction of a model to fuse the existing diffusion models with value orientations. The study dealt with the relationship between value orientations and differences among Puerto Rican dairy farmers in the diffusion and adoption of dairy practices.

The model was tested with 233 dairy farmers from two major dairy areas of the Island. One area--Region I--had mainly farmers with short experience in the business, relatively small scale of operations and relatively little education. This region was also characterized by larger concentration of dairy farmers--173 distributed among four municipalities. The second area (Region II) had a preponderance of farmers with long experience in the business, larger scale of operations, and higher educational levels. Only 76 dairy farmers are located in this region's 12 municipalities.

The first part of this study sought to identify dominant value patterns among the dairy farmers of both regions. To do this, we had respondents rank 48 value statements into 11 piles ranging from those with which they agreed least to those with which they agreed most. The statements posed different alternatives for the solution of human problems.

The data were submitted to factor analysis. A two-factor solution was selected. The solution produced one pure factor (Factor I) and a bipolar factor (Factor II). Three types of dairy farmers were differentiated among the population studied--tradition-oriented, transitionally oriented, and progressive oriented.

The remainder of the dissertation is concerned with the relationship between value orientations, communication channel orientations and the diffusion and adoption of dairy farm innovations. Simple correlation analysis was a primary analytical tool.

The data showed a relationship between value orientations and communication orientations. Being progressive-oriented was positively related to being impersonal and extra-community channel oriented. Being traditional was related to egocentric and intra-community channel orientation.

Value orientations were related to dairy farmers' predispositions toward exposure to mass media. Progressive-oriented dairy farmers were the most frequently exposed to the media channels, especially to farm magazines and the press. The traditional-oriented dairy farmers were generally less exposed to mass media.

Value orientations related to organizational activity. Progressively oriented persons tended to belong to many organizations, while traditional persons tended not to.

Value orientations were not related to advice seeking or advice giving among these dairy farmers.

Value orientations were related to participation in the stages of the adoption process. Being progressively oriented was positively related to degree of participation in stages of the adoption process, while traditional persons tended to participate less heavily in the stages.

Scale of operations was related to value orientations. Being progressive was positively related to large scale of operations. Being traditional was negatively related to large scale of operations.

Value orientations were related to incidence of information and opinion leaders. The highest number of leaders was found among the progressive dairy farmers.

Value orientations were related to time of adoption of dairy practices. Being progressive was positively related to earlier adoption of practices. Being traditional was negatively related to earlier adoption.

Value orientations were related to degree of adoption of farm innovations. Being progressive was positively related to degree of adoption. Being traditional was negatively related to degree of adoption of practices.

171. OLSEN, Alexander Arne (Ph. D.). "ACADEMIC CHARACTERISTICS AND THEIR RELATIONSHIP AS PRECURSORS TO DRUG USE AND INVOLVEMENT AMONG PUERTO RICAN ADOLESCENTS." Boston College, 1978. 279 pp.

Source: DAI, XXXVIII, 12A (June, 1978), 7608-A.

XUM Order No. 7807242.

Problem

The primary goal of the research was to determine the relationship between a set of self-reported academic characteristics variables and a set of drug use and involvement measures for the substances of cigarettes, alcohol, marijuana, other drugs (amphetamines, barbiturates, hallucinogens, cocaine), and heroin. Academic characteristics were measured by sixteen variables along four dimensions: (1) academic performance; (2) attitude toward school; (3) educational aspirations; and (4) occupational aspirations. The drug use and involvement measures included: extent of personal drug use; degree of approval of drug use; and number of friends using drugs. A secondary goal was to determine if certain academic characteristics could distinguish between the users of one particular drug (or no drugs), exclusively.

Procedure

The study utilized data obtained for 640 Puerto Rican adolescents who were participants in a longitudinal study of psycho-social precursors of drug use. Academic characteristics variables were obtained from a 1968 survey while the dependent measures of drug use, involvement, and preference were obtained from a 1975 survey of the subjects. Data analyses were performed for females and males, separately, using correlational and discriminant function analysis. Correlational analysis was used in order to determine the magnitude and nature (positive or negative) of the relationship between the academic characteristics variables and the three drug use and involvement measures. The discriminant function analysis was used to determine if adolescents in the five categories: use cigarettes, exclusively; use alcohol, exclusively; use marijuana, exclusively; use other drugs, exclusively; and nonuser of drugs, could be distinguished from one another by the discriminating variables of academic characteristics.

Results

Correlational analysis revealed weak relationships between academic characteristics variables

and measures of later drug use and involvement. Differences and inconsistencies in relationships were found to exist according to sex and type of drug. Superior academic performance was found to be associated with greater use and involvement with softer drugs by female adolescents, and was associated with a lesser use of all drugs by males with regard to all drugs examined except alcohol. A negative attitude toward school prevailed among female adolescents who exhibited greater use or involvement with softer drugs and among male adolescents with regard to all drugs except cigarettes. Inconsistent results were found for the factors of educational and occupational aspirations.

The results of discriminant analysis indicated that no significant discriminant functions were involved for female adolescents in using academic characteristics to distinguish them as to drug preference. However, two significant discriminant functions were found, at $p < .001$ for males, with occupational aspirations being the most predominant factor in terms of discriminating variables.

Conclusions

The following conclusions were drawn. First, there is a weak relationship between the measures for academic characteristics and later drug use or involvement. Second, the existing literature has oversimplified the examination of drug use correlates in that there are substantial inconsistencies in relationships depending on sex and the type of drug. Third, male adolescents conform somewhat closely to the expectations depicted in the literature with respect to drug use relationships involving academic performance, attitude toward school, and educational and occupational aspirations. Female adolescents, however, exhibit inconsistent relationships that seemed to be dependent on whether softer drugs or harder drugs were involved. Fourth, discriminant analysis results indicated that academic characteristics are not useful in predicting preference for use or nonuse of a particular drug by females. For males, academic characteristics are of limited use in separating softer drug users (or nonusers) from the users of harder drugs.

Finally, it has been suggested that follow up studies are needed to assess the effects of mass media anti-drug campaigns, to investigate the common dislike for school, and to further investigate drug use correlates according to sex.

172. ORTIZ, Carmen G. (Ed. D.). "TEENAGE PREGNANCY: FACTORS AFFECTING THE DECISION TO CARRY OR TERMINATE PREGNANCY AMONG PUERTO RICAN TEENAGERS." University of Massachusetts, 1982. 127 pp. Source: DAI, XLIII, 8A (February, 1983), 2559-A. XUM Order No. DA8229590.

Why do some pregnant teenagers decide to carry while others terminate their pregnancy before term? This exploratory study examined the variations in the degree of influence that family relationships, religion, education, and income had on the decision to carry or abort pregnancy. A non-random sample of 43 pregnant Puerto Rican teenagers (21 who carried and 22 who aborted), were interviewed while waiting for health services in various clinics in New York City during spring, 1982. A 34-item questionnaire, made up of open-ended and closed questions, was designed according to the hypotheses of the study.

As hypothesized, girls in the carry group were more influenced and supported by family and friends than those in the abort group. Fathers were the least influential persons in both carry and abort groups, while mothers were the most influential in the carry group and sisters in the abort group. Brothers, boyfriends, and best friends were more influential for carry girls than for abort girls.

The carry and abort groups were significantly different according to comparisons in the degree of religious devotion. Girls in the abort group reported a greater degree of religiosity for themselves and their families than those in the carry group.

Furthermore, girls who received strong support from family and friends reported a higher degree of satisfaction with their decision than those less supported. Finally, girls in the abort group were more likely to continue their education than those in the carry group. Although girls came from poverty levels, the higher family incomes were reported by the abort group.

Overall, the findings of this study have

immediate implications concerning research and counseling services. Practitioners should focus on the girls in conjunction with their families for better results on both treatment and preventive services.

173. ORTIZ, Nilsa S. Colon (Ph. D.). "SELF-CONCEPT AND ANXIETY OF PUERTO RICAN AND NORTH AMERICAN COLLEGE STUDENTS: A CROSS CULTURAL STUDY." Oklahoma State University, 1982. 131 pp.
Source: DAI, XLIII, 8B (February, 1983), 2695-B. XUM Order No. DA8300171.

Scope and Method of Study. The purpose of this research was to investigate if self-concept can be predicted utilizing measures of anxiety, cultural background, sex and socioeconomic status of college students residing in Puerto Rico and North American students residing in the United States. Also of interest were the possible ethnic group differences in the significant predictors. The sample for this study was selected from a population of Puerto Rican college students (juniors and seniors) enrolled at The University of Puerto Rico at Rio Piedras Campus and from a population of North American college students (juniors and seniors) enrolled at Oklahoma State University, in Stillwater, Oklahoma. There was a total of 280 subjects in the sample (140 Puerto Ricans, 140 North Americans). Instruments used in the study were the Tennessee Self Concept Scale (TSCS), Fitts (1965) and the State-Trait Anxiety Inventory (STAI), Spielberger (1971). Multiple regression analysis was used to determine the contribution to self-concept variance of cultural background, level of anxiety, sex and socioeconomic status and the interactions between these variables. A method of dummy coding was employed in which each categorical independent variable was coded.

Findings and Conclusions. Results of the analysis allowed the following general conclusions: (1) Level of anxiety, cultural background, gender and socioeconomic status are significant predictors of self-concept of Puerto Rican college students residing in Puerto Rico and North American college students residing in the United States. (2) The

most significant predictor for both countries was level of anxiety, which is negatively correlated with self-concept. (3) The analyses indicated different predictor patterns for the two countries. The significant predictors of self-concept in the Puerto Rican subjects were anxiety level, and the interaction between anxiety and socioeconomic status. The significant predictors of self-concept in the North American subjects were level of anxiety and the interaction between anxiety, gender and socioeconomic status, followed by the interaction between anxiety and gender. (4) The interaction of various combinations of variables indicated the importance of combinations of variables in contributing to self-concept prediction.

174. ORTIZ-COTTO, Pablo (Ph. D.). "TEACHER EDUCATION IN TWO DEVELOPING SOCIETIES: JAMAICA AND PUERTO RICO, 1940-1970." University of Maryland, 1982. 291 pp. Source: DAI, XLIII, 6A (December, 1982), 1939-A. XUM Order No. DA8226496.

This study analyzes teacher education in two developing societies, Jamaica and Puerto Rico, from 1940 to 1970.

The analysis of data revealed the following findings: (1) Political, economic and social developments in both countries influenced educational developments which in turn produced changes in teacher education. Increased school enrollments created a demand for more teachers and of higher quality. Since teacher preparation takes several years, teacher training institutions could not produce on time the amounts of teachers needed by the educational systems. (2) Teacher education programs in both societies were influenced by their 'mother countries.' Jamaica prepared primary school teachers in residential teacher training colleges while secondary school teachers were university graduates, some of them with a year of professional training from the University of the West Indies. Puerto Rican teachers were university graduates, following a two or four-year course for certification resembling teacher training patterns of the United States. Neither country was able to develop much in the way of indigenous practices in teacher education. (3) Changes in teacher education could be traced to developments in the

educational systems. When the educational systems offered more educational opportunities, it created greater demand for more and better qualified teachers. In the case of Jamaica, junior secondary education for the masses necessitated college training for the teachers. In Puerto Rico, supplying secondary education for all made it imperative to prepare more secondary school teachers and improve the preparation of elementary school teachers. (4) The countries differed in the recruitment, selection and training of teaching candidates. Jamaica recruited candidates for training with primary education only, while Puerto Rico selected its candidates from among high school graduates. In the professional preparation of teachers both countries were similar.

175. ORTIZ DE LEON, Maria De Los Angeles (Ph. D.). "A STUDY OF FACULTY MEMBERS' ATTITUDES TOWARD COLLECTIVE NEGOTIATIONS IN A PRIVATE MULTICAMPUS UNIVERSITY IN PUERTO RICO." New York University, 1982. 148 pp. Source: DAI, XLIII, 4A (October, 1982), 1000-A. XUM Order No. DA8214886.

This study investigated the attitudes faculty members at Inter American University of Puerto Rico hold toward collective negotiations in higher education. It also determined the relationships among agreement on institutional goals, the kind of involvement manifested by faculty members and their attitudes toward collective negotiations. This study hypothesizes that there is a relationship between the level of agreement on institutional goals and attitudes toward collective negotiations.

There is a fairly large body of non-empirical and non-theoretical literature that attempts to explain the reasons why faculty do or do not elect to unionize. This study hypothesizes that there is a relationship between involvement and attitudes toward collective negotiations.

Three instruments were utilized to collect data: the Institutional Goals Inventory, the Collective Negotiations Scale and the Questionnaire to Determine Involvement Dimension. The instruments were distributed to a randomly selected sample of three

hundred faculty members. Fifty-five percent of the faculty responded. Through the testing of the research hypothesis, it was determined that: (1) a significant relationship does exist between attitudes toward collective negotiations and the level of agreement on goals, (2) a significant relationship does exist between involvement and attitudes toward collective negotiations, (3) a significant relationship was found among the level of agreement on goals, the kind of involvement manifested by faculty members and attitudes toward collective negotiations, (4) no significant relationship was found among tenure, age, sex, rank, length of institutional service and academic department, and faculty attitudes toward collective negotiations.

In relation to current theory, the findings contribute to the premise that institutional goals can be treated as organizational variables and that such characteristics of goals as shared or not shared, subject to competition and open to bargaining, are related to attitudes toward bargaining. This study implies that by determining the level of agreement on goals, an index of a faculty propensity to utilize collective bargaining can be determined. It also indicates that lack of agreement on institutional goals may be of greater importance than demographical and professional variables of tenure, age, sex, rank, length of institutional service or academic department in a faculty decision to elect collective bargaining as a decision making process in higher education.

176. ORTIZ PLATA, Georgina (Ed. D.). "EXPECTATIONS FOR THE ROLE OF THE SCIENCE COORDINATORS IN PUERTO RICO AS PERCEIVED BY THEMSELVES AND THEIR IMMEDIATE ROLE ASSOCIATES AT THE SCHOOL DISTRICT LEVEL." New York University, 1977. 301 pp.
Source: DAI, XXXVIII, 4A (October, 1977),
1797-A-1798-A. XUM Order No. 77-20,765.

The general purpose of the study was to analyze the expectations for the role of the science coordinator in the public schools of Puerto Rico as perceived by selected school district superintendents, selected elementary or secondary school principals, selected elementary or secondary science

teachers and by the coordinators themselves.

The study aimed to assess the degree of consensus of the role expectations for the science coordinator within and among the four sample groups and to delineate the implications for the role of the science coordinator in implementing the science program in the public schools of Puerto Rico.

The major source of data for this investigation was The Science Coordinator's Role Expectation Questionnaire prepared by the investigator after recording lists of duties, functions and responsibilities of science coordinators, science consultants or science supervisors, and interviewing experts on this matter.

Revisions of the questionnaire were made through the information supplied by the jury of experts, the pilot study population and the results of the reliability test.

The final questionnaire was distributed to a total number of 865 participants and returns were received from 717 respondents. The percentage of return was 83%.

Although the four samples involved in this study agreed among themselves to some extent on the expectations for the role of the science coordinator, the amount and degree of consensus varied. Therefore, it was concluded that consensus on expectations for the role of the science coordinator in Puerto Rico cannot be completely assumed because:

1. There were different amounts of consensus on the expectations for the role of the science coordinator among the superintendents.
2. There were different amounts of consensus on the expectations for the role of the science coordinator among the elementary or secondary school principals.
3. There were different amounts of consensus on the expectations for the role of the science coordinator among selected elementary and secondary science teachers.
4. There were different amounts of consensus on the expectations for the role of the science coordinator among science coordinators themselves.
5. There were different amounts of consensus on the expectations for the role of the science coordinator among the coordinators and the other three samples combined.
6. There were different amounts of consensus on expectations for the role of the science coordinator among elementary

science teachers and secondary science teachers. 7. There were different amounts of consensus on expectations for the role of the science coordinator among selected science teachers from urban schools and selected science teachers from rural schools. 8. There were different amounts of consensus among the four samples on the role implications of the science coordinators for implementing the science program.

The development of a clearly defined set of expectations for the role of the science coordinator in Puerto Rico was suggested using as a basis all the items on which there was substantial agreement among the samples involved in this study.

177. ORTIZ-VEGA, Jaime (Ed. D.). "ROLE EXPECTATIONS OF UNIVERSITY SUPERVISORS AS EXPRESSED BY PARTICIPANTS IN TEACHER TRAINING PROGRAMS IN PUERTO RICO." New York University, 1982. 146 pp.
- Source: DAI, XLIII, 7A (January, 1983), 2320-A. XUM Order No. DA8226807.

The study intended to determine the perceived role expectations of the university supervisor of student teaching among cooperating teachers, student teachers, and university supervisors emanating from the three major universities in Puerto Rico and to discover whether there were differences in expectations held by the different referent groups within and among the three institutions.

The population of the study consisted of 22 university supervisors, 100 cooperating teachers, 190 student teachers. The data was collected using an instrument constructed by the researcher based on relevant literature. The data of the study were summarized for each subject, group, and the entire population. An analysis was conducted to determine the relationship among the demographic data of the respondents and their expectations of the university supervisor's role.

Data analysis yielded the following results: (1) No significant differences were found among groups classified using the demographic data and the role expectations as identified by the three

referent groups. (2) There were significant differences in the expectations of the university supervisor's role as identified by the three referent groups at each one of the universities. (3) There were no significant differences in the expectations of the university supervisor's role as identified by the combination of the three referent groups among the three institutions. (4) There were significant differences in the expectations of the university supervisor's role as identified by all of the university supervisors among the three institutions. (5) There were no significant differences in the expectations of the university supervisor's role as identified by all of the cooperating teachers among the three institutions. (6) There were no significant differences in the expectations of the university supervisor's role as identified by all of the student teachers among the three institutions.

178. OYOLA-SANTIAGO, Jose Ramon (Ph. D.). "MIGRATION AND INCOME: THE CASE OF THE PUERTO RICANS IN THE UNITED STATES." University of California, Los Angeles, 1980. 91 pp. Source: DAI, XLI, 12A, Part 1 (June, 1981), 5178-A. XUM Order No. 8111257.

This dissertation relates the wages of the Puerto Rican males in the United States and in Puerto Rico to their migratory experience. Migration is analyzed as an investment in human capital determined by the matching of age-related individual needs and location-specific opportunities and goods. Moreover, the length of stay in each country partially determines the level of information about job opportunities and, thus, the individual earnings.

The migration period is the 1960 decade, and the individual data are drawn from the Public Use Samples of the U. S. and Puerto Rico censuses of 1970.

Consistent coefficient estimates of the wage equation are obtained by introducing a migration selectivity factor into the wage equation that takes into account the biased sample problem created by

the dependence of observed wages in each country on the migration decision rule. Other explanatory variables are schooling, experience, weeks worked in 1969, place of birth, whether a person is a first-time, repeat or onward migrant, and climate as a nonpecuniary location-specific characteristic. A separate wage equation is estimated for the group of migrants and nonmigrants in Puerto Rico and the United States.

Cross sectional data indicate that the internal rate of return on migrating from Puerto Rico to the United States at age 14 and returning to the Island at age 30 for the rest of the individual's working life is 8.5 percent. Age, experience and weeks worked have positive effects on wages. The return migrants in Puerto Rico have the highest earnings while the Puerto Rican males born in the United States who do not migrate to the Island earn 33 percent more wages than their immigrant parents.

The appropriate matching of locational characteristics and individual needs partially determines the effect of migration on wages. In particular, it is found that younger migrants go to the United States to acquire skills and experience, while older migrants return to Puerto Rico where their acquired skills are relatively well paid. The wages of the migrants in the United States, therefore, tend to be slightly lower than the wages of the older residents in the United States, while the wages of the return migrants in the Island are 32 percent higher than the wages of the nonmigrants in Puerto Rico. By contrast, individuals born in the United States of Puerto Rican parents who migrate to the Island have lower wages than all the groups in both countries.

Relative to the older Puerto Rican residents in the United States, first-time and repeat migrants have lower wages, but onward migrants who move sequentially within the United States have wages 19 percent higher than the older residents in the Mainland.

Puerto Ricans who migrate to the warmer states forsake 365 dollars of annual wages per additional cooling-degree day enjoyed in each day of the year.

179. PACHECO, Aimee (Ph. D.). "A STUDY OF SEX-ROLE ATTITUDES, JOB INVOLVEMENT AND JOB SATISFACTION OF WOMEN FACULTY AT THE UNIVERSITY OF PUERTO RICO, RIO PIEDRAS." New York University, 1981. 192 pp. Source: DAI, XLII, 7A (January, 1982), 3032-A. XUM Order No. 8128226.

The objective of this study was to identify personal and professional characteristics of women faculty at the University of Puerto Rico, Rio Piedras Campus (UPR-RP Campus), and to examine their attitudes toward female roles and toward work.

Three hundred forty-two women professors responded to four questionnaires. They were: (1) The Demographic and Professional Data Form (DPF); (2) The Attitudes Toward Women Scale (AWS); (3) The Job Involvement Scale (JIS); (4) The Minnesota Satisfaction Questionnaire (MSQ).

The professors' main personal and professional characteristics were: (1) Eighty-five percent were born in Puerto Rico. (2) Thirty-nine percent were 46 to 55 years old. (3) Sixty-five percent were married. (4) Eighty percent of the married had at least one child. (5) Sixty-two percent of the fathers' occupations were rated as levels 2 and 3 (Middle SES) according to the Revised Occupational Scale for Rating Socioeconomic Status (ROS). (6) Fifty-three percent were instructors or assistant professors, while 47 percent were associate or full professors. (7) Seventy percent held a master's degree, while 28 percent had a doctoral degree. (8) Education, arts and humanities were the major fields of study, at all levels. (9) Eighty-nine percent belonged to professional organizations at both the insular and national levels. (10) Sixty-eight percent of 237 respondents had done at least one research study, while 108 professors had at least one professional publication.

The main results of the AWS, the JIS and the MSQ follow: (1) The subjects appeared to hold a contemporary attitude toward women in the vocational,

educational, intellectual and marital roles. (2) Sixty-one percent agreed, in some degree, to the norm of no sexual intimacy before marriage. (3) Their job involvement appeared characterized by a duty-bound element. (4) Forty-eight percent expressed average job satisfaction. (5) Eight percent expressed some satisfaction with the items of the intrinsic scale (IS) of the MSQ.

Factor analysis, t-tests and cross-tabulations point to the following major conclusions: (1) Neither the number of female professors in the college or school nor identification with a traditional or non-traditional academic field accounted for significant differences in sex-role, job involvement or job satisfaction. (2) Sex-role attitudes were found to associate with age, the younger professors being the most liberal. (3) Higher job involvement was related to level of courses taught, professors teaching only at the undergraduate level being the least involved. (4) Highest job satisfaction was found to associate with teaching experience, those professors with more than 21 years of experience being the most satisfied.

Major implications for research, practice and method follow: (1) Other female professionals and staff employees at the UPR-RP Campus should be studied. (2) Relationships between job involvement, job satisfaction and job performance should be investigated. (3) Home and work coping strategies of the woman professor should be studied. (4) Institutional incentives and rewards for research studies, publications and the acquiring of doctoral degrees should be increased. (5) A more equitable male-female faculty distribution in all 11 colleges and schools of the UPR-RP Campus should be aimed at. (6) Research studies and other educational materials based on the Puerto Rican woman should be used. (7) Courses and seminars on women, aimed at the provision of information and the challenge of basic self-concepts and sex-role beliefs should be continued and extended. (8) The 15-item version of the AWS and the 6-item JIS should be used.

180. PASARELL, Claudina Luigi (Ph. D.). "A STUDY TO DETERMINE THE EFFECT OF KINDERGARTEN EXPERIENCE ON THE ACHIEVEMENT OF STUDENTS IN MATHEMATICS AND SPANISH IN THE FIRST, SECOND, AND THIRD

GRADES IN A SELECTED PUBLIC SCHOOL IN PUERTO
RICO." New York University, 1970. Source:
CDI (1861-1972), XXIII, p. 548.

181. PELLICARI RODRIGUEZ, Adriana Bruna (Ed. D.).
"PARENTAL FACTORS AS MOTIVATIONAL CORRELATES
AMONG PUERTO RICAN BILINGUAL CHILDREN IN
SPECIAL EDUCATION." Boston University School of
Education, 1983. 150 pp. Source: DAI, XLIII,
12A, Part 1 (June, 1983), 3873-A-3874-A. XUM
Order No. DA8309736.

This study was designed to explore relationships between motivational behavior and parental factors influencing the intrinsic and extrinsic motivation of Puerto Rican students in bilingual special education. Hypotheses for the study were derived from Rotter's Social Learning Theory and from McClelland's research on achievement motivation. Cultural variations were considered in the interpretation of results.

Subjects were 40 male and 20 female students and their parents. The mean age of the students was 10 years (range 8 to 13). Their parents were of low socioeconomic status. All students were living in the Boston metropolitan area and receiving special education services as a result of identified educational needs and not having been formally categorized as learning disabled, behavior disabled or physically handicapped.

Student goal attainment behavior, as reported by students, was measured by an adaptation of a questionnaire designed for Project Talent and emphasizing school related work habits. Parental questionnaires sent to the families were filled out either individually or cooperatively by both parents; questions concerned parental aspirations for the education and future employment of the child and the availability of learning materials in the home.

Step F tests based on multiple regression and

part correlations were used to analyze the data. Results indicated that there were no significant correlations between students' work habits and the combined effects of parental aspirations and learning materials.

A post hoc analysis indicated a positive significant correlation between learning materials and parental aspirations, suggesting that the higher the parents' aspirations were, the more they provided their children with stimulating educational materials. A post hoc binomial test showed a significantly greater probability that students who reported good work habits come from families in which parental expectations for children's educational goals are concrete and specific.

Implications of results were discussed and recommendations were made for further research.

182. PEREZ, Carlos Alberto (Ed. D.). "VOCATIONAL MATURITY AND SELF-ESTEEM IN PUERTO RICAN YOUTH." Rutgers University, 1980. 98 pp. Source: DAI, XLI, 1A (July, 1980), 110-A. XUM Order No. 8014248.

The purpose of this dissertation was to examine the vocational maturity and self-esteem of white and Puerto Rican ninth and twelfth graders in an inner-city high school. Differences in vocational maturity and self-esteem were hypothesized according to the main effects of ethnicity, grade level, and sex. A correlation between vocational maturity and self-esteem of subjects was also hypothesized.

Two hundred ninth and twelfth graders in an inner-city high school in central New Jersey constituted the sample in this investigation and were classified according to the main effects.

Two instruments were used to collect data: the Career Maturity Inventory, which provided the measures for vocational maturity, and the Rosenberg Self-Esteem Scale, which provided the measure for global self-esteem.

The statistical procedures included a factorial analysis of variance and the computation of Pearson

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product-moment coefficients for hypothesized and unhypothesized results.

The results partially supported the hypothesis for differences in vocational maturity attributed to ethnicity, grade level, and sex. Puerto Rican students differed significantly from white students in one measure of vocational maturity but not in the others. Grade level and sex differences were found to be significant in two out of three of the vocational maturity measures employed.

The hypothesized differences in self-esteem, according to ethnicity, grade level, and sex, were not observed. Puerto Ricans did not differ from whites in self-esteem levels, ninth graders did not differ from twelfth graders, and males did not differ from females. Mean self-esteem scores for all of the sub-groups indicated high levels of global self-esteem.

The hypothesized correlation between the vocational maturity and self-esteem of the sample was not supported. Unhypothesized results indicated positive and significant correlations between the vocational maturity scales and GPA and positive and significant intercorrelations among the CMI scales used in the study.

The findings in vocational maturity for the sample studied generally supported vocational development theory. However, further investigations should pursue the possibility of greater sex differences in vocational maturity than originally anticipated by previous research.

Implications for practice indicated the need for interventions by school personnel designed to enhance the vocational maturity of students in general and Puerto Rican males in particular.

Suggestions for further investigation of the vocational maturity and self-esteem of Puerto Rican youth were noted. Additional implications for theory, practice, and measurement of the two variables under study were discussed.

183. PEREZ CARTAGENA, Ernesto (Ph. D.). "EDUCATIONAL
LABOR ORGANIZATIONS IN PUERTO RICO SINCE 1974:
AN ANALYSIS OF THE PERSPECTIVES OF MAINLAND

AND PUERTO RICAN EDUCATIONAL LABOR LEADERS."

University of Connecticut, 1980. 266 pp.

Source: DAI, XLI, 8A (February, 1981), 3364-A.

XUM Order No. 8103223.

The purpose of this research was to describe and analyze the recent evolution of the Puerto Rico Teachers Association (AMPR), affiliated with the NEA, and the Puerto Rico Teachers Federation (FMPR), affiliated with the AFT, since 1974, when the first teachers' strike took place in the Island.

This research employed the oral history method in order to solicit the perspectives of four experts from the AMPR and NEA and four experts from the FMPR and AFT. The data drawn from the extensive interview process was first carefully recorded, transcribed and sent back to the informants for verification and approval. Secondly, the data was analyzed on the basis of convergence and divergence of opinions, and major perspectives were derived from the opinions. Finally, an attempt was made to verify the data by means of documentary sources.

The research questions were derived from a review of literature and in consultation with outside experts in the field of educational labor organizations as well as the informants. The questions explored three areas of concern: internal characteristics of each local organization, relations between local organizations and their parent organizations, and the position of each local organization regarding labor relations issues.

The study provided a unique vision in the field of comparative studies in the area of educational labor organizations. It showed how each group has evolved according to the perceptions of their respective informants at local and national levels.

It was revealed that both the AMPR and the FMPR have undergone significant changes since 1974. The number of members in each organization has increased and internal structures have changed. Services have been expanded and the scope of their goals has widened. These changes have taken place as part of the effort of the organizations to attract more teachers and prepare for a future collective bargaining election in Puerto Rico.

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In addition, it was found that since 1974 the organizations have constantly been promoting and developing programs in the areas of education and teacher personnel administration. The study also discussed how the AMPR and the FMPR have been identified with the politics in the Island and their effect in the Department of Public Instruction.

Relations between the local organizations and their parent organizations have changed considerably. This change in the pattern of relations between groups is one that may have important implications for both groups in the future. Furthermore, it is evident that both national teacher organizations have provided technical and financial assistance to their respective affiliates since 1974.

Since 1974, the positions of both the AMPR and the FMPR on labor relations issues were found to have become more militant. It was revealed that, in the event of a collective bargaining election is held in Puerto Rico, both groups would have to deal with a number of problems related to the research questions. As a result, predictions on the outcome of an election could not be made.

184. PEREZ-GOMEZ, Jose Manuel (Ph. D.). "ACTUAL AND IDEAL ROLE OF VOCATIONAL EDUCATORS IN INCREASING THE EMPLOYMENT RATE OF PUERTO RICANS." Ohio State University, 1980. 213 pp. Source: DAI, XLI, 7A (January, 1981), 3074-A-3075-A. XUM Order No. 8100221.

Major objectives of this study were: (1) to determine the degree of agreement among five role defining groups concerning their perception of actual and ideal role related to increasing the employment rate of Puerto Ricans; (2) to determine if within each role-defining group there was a perceived association between actual and ideal role related to increasing the employment rate of Puerto Ricans; (3) to determine if the five role-defining groups tended to perceive greater association between actual and ideal role for one of the four selected role areas; and (4) to determine if selected demographic variables are associated with

the perception of the five groups of teachers in actual and ideal role for one of the four selected role areas.

The five role-defining groups and respondents in the study were: (1) trade and industrial teachers; (2) home economics teachers; (3) distributive and marketing teachers; (4) business and office teachers; and (5) health teachers. The four selected role areas were: (1) student personnel work; (2) professional development; (3) public relations; and (4) information collection and utilization.

Total population for the study was 735 vocational education teachers. From this population, a thirty percent sample (225) was selected to participate in the study. Eighty-three percent of these surveyed responded to the questionnaire. The questionnaire consisted of 30 selected statements that depicted behavior related to each role area. Each respondent was asked to select the category that best depicted his/her perceptions of the regularity with which the vocational teacher actually performed the behavior suggested by the statement and the category which depicted his/her perception of the ideal behavior.

The findings indicated that there was a statistically significant degree of agreement among the five role defining groups for actual role behavior in all four role areas (student personnel work, professional development, public relations, and information collection and utilization). There was a statistically significant degree of agreement among the five role-defining groups for ideal role behaviors in all four role areas. Trade and industrial teachers tended to associate actual role behavior with ideal role behavior in all four role areas. They tended to view this behavior in actual practice to be somewhat less than desirable in ideal practice. Home economics teachers tended to associate actual role behavior with ideal role behavior in three role areas: student personnel work, professional development, and public relations. They tended to view their behavior in actual practice in these three role areas to be somewhat less than desirable in ideal practice. Distributive and marketing teachers tended to associate actual role behavior with ideal role behavior in two role areas: public relations, and information collection and utilization. They tended to view their

behavior in actual practice in these two role areas to be somewhat less than desirable in ideal practice. Business and office teachers tended to associate actual role behavior with ideal role behavior in all four role areas. They tended to view their behavior in actual practice to be somewhat less than desirable in ideal practice. Health teachers tended to associate actual role behavior with ideal role behavior in two role areas: public relations, and information collection and utilization. They tended to view their behavior in actual practice in these two role areas to be somewhat less than desirable in ideal practice. No statistically significant association was found between actual and ideal role behavior in the public relations role area and three independent variables: teacher occupational experience, teacher educational preparation, and teacher professional experience. Public relations was the role area in which respondents tended to perceive the greatest need for expanded activity by vocational teachers. Sixty percent of the vocational teachers in the study felt that they should return to industry for experience annually.

185. PEREZ-TORRES, Ruben (D. Min.). "THE PASTOR'S ROLE IN EDUCATIONAL MINISTRY IN THE PENTECOSTAL CHURCH OF GOD IN PUERTO RICO." School of Theology at Claremont, 1979. 122 pp. Source: DAI, XL, 3A (September, 1979), 1534-A. XUM Order No. 7919928.

"The Pastor's Role in Educational Ministry In the Pentecostal Church of God in Puerto Rico" by Ruben Perez-Torres deals with the problems that this church and all the Christian churches are having with the exodus of adolescents and the loss of so many members. Those difficulties point out the great need for each pastor to become aware of the importance an educational ministry has in his/her church. Therefore the thesis is that the pastor's role in the educational ministry in the Pentecostal Church of God, as in any other church, can help to solve these problems.

To support this thesis, we will study the historic model for ministry as shown in the origin

of the concept of the pastor in the early Christian Church and use this as a model for the ministry of the Pentecostal pastor. We will also view the meaning of this concept among the Pentecostal pioneers in Puerto Rico and in the Pentecostal Churches in the United States, and we will undertake a study of how these churches have influenced the Pentecostal Church of God's concept of the pastor and how this concept has evolved in the church from its beginning up to our day. After this analysis, the urgency of a new concept of the pastor as professional in this church will be presented. As a professional, the pastor is defined as a person who receives a high level of general education and specialized training to carry out responsible work with great proficiency. This kind of education can be understood, more or less, as that obtained by the individual through a university B. A. and through graduate seminary study. With this academic and professional preparation the pastor will be able to play an important role in the educational ministry of the church. Since the pastor's role in educational ministry is seen to great extent as the solution of the problems mentioned previously, the last part of this dissertation is dedicated to that topic.

A brief examination of the pastor's role in educational ministry in the Christian Church will be carried out in this study. The historic research will be brought up to the time of the appearance of the Sunday School in the United States. As a consequence of American missionary work in the Caribbean, the Sunday School was taken to Puerto Rico. Juan L. Lugo was sent to Puerto Rico as a result of that missionary movement. There he founded the Pentecostal Church of God and along with it the Sunday School. This educational institution involved the Pentecostal pastor very little in the teaching work of the church. This dissertation will show how this significant ministry has been neglected in the Pentecostal Church of God in Puerto Rico, and the reasons for this situation. In order to confront this regrettable situation, a new concept of the pastor's role in educational ministry will be given. Here the pastor is conceived as the pastor-educator who, along with the congregation, should help every member to find his/her ministry in the church. So then, by means of a well-elaborated program of Christian education, the pastor, like a coach, is called to train the church members for their

ministries. A model program for these purposes will be offered in the fifth chapter of this work. Finally, the dissertation will close with an epilogue where the significance of this new pastoral approach will be acknowledged as a positive element for the future of the Pentecostal Church of God in Puerto Rico.

186. PETERS, Alice Perez (Ed. D.). "SELF-ESTEEM AS IT RELATES TO READING FACILITY AND BILINGUAL SCHOOLING OF PUERTO RICAN STUDENTS." Loyola University of Chicago, 1979. 157 pp. Source: DAI, XXXIX, 11A (May, 1979), 6614-A-6615-A. XUM Order No. 7910643.

This study investigated the relationship of self-esteem to reading facility of bilingual Puerto Rican students living and studying in an inner-city environment. The study also considered the impact of such variables as bilingual education experience, schooling in Puerto Rico, sex and age on the self-esteem of the subjects. Self-esteem was viewed as an aspect of the self-concept.

The subjects of this study were 270 bilingual preadolescent students of Puerto Rican background attending three Chicago public schools. The 127 boys and 143 girls were ten to twelve years old and were in grades four to six. They were drawn from a predominantly Puerto Rican neighborhood, and from schools with a predominantly Puerto Rican student enrollment.

Four instruments were used: an English/Spanish questionnaire developed by the investigator; the Inter-American Series: Reading Test and Prueba de Lectura; and Coopersmith's Self-Esteem Inventory (CSEI). The questionnaire was used to gather information on the background of the students. The reading tests were used to classify the students into four levels based on their reading facility in English and Spanish. The CSEI provided the measure of self-esteem.

Analysis of Covariance for statistical

significance and contrasts for specific differences between the means were the statistical techniques employed. Self-esteem was the dependent variable; sex and age were treated as covariates; reading facility, schooling in Puerto Rico, and bilingual education experience were the independent variables.

The results indicated that bilingual students who read only English adequately had significantly more positive self-esteem scores (at $p < .05$) than those who read only Spanish adequately. Those students who read both English and Spanish inadequately reported significantly less positive self-esteem scores (at $p < .001$) than those students who read only English adequately and significantly less positive self-esteem scores (at $p < .01$) than those who read both languages adequately. Students who had participated in a bilingual program reported significantly less positive self-esteem scores (at $p < .05$) than those who never had this type of experience.

In summary, the findings of the study indicate a positive correlation between reading facility and self-esteem of bilingual students. Inadequacy in reading both or either language of the students is negatively related to their self-esteem. The language of the dominant culture, in this case English, appears to be a key factor in the self-concept development of these students.

187. PETROVICH, Janice Rita (Ed. D.). "THE EXPANSION OF POSTSECONDARY SCHOOLING IN PUERTO RICO."

University of Massachusetts, 1979. 219 pp.

Source: DAI, XL, 8A (February, 1980), 4437-A-

4438-A. XUM Order No. 8004974.

Most of the studies dealing with education in Puerto Rico have limited themselves to relating to its history as a succession of events without attempting to establish a link between educational change and other aspects of the social process. While the issue is seldom addressed directly, a general tendency has been to consider educational change as a natural progression of events determined by the policies of individuals in the educational sphere who adopted ideas with some degrees of freedom under varying conditions of political

interference. Others have conceived changing educational policies as corresponding simply to demands generated by advancing technology. Such evolutionary frameworks are the norm with few authors relating changes in educational policy and in the educational apparatus itself to larger social, political and economic forces. The absence of a study analyzing the policy of educational expansion to the present date through an examination of the social, political and economic setting of the changes that have occurred is a motivating factor of this inquiry.

The purposes of this study are to provide an interpretation of the relations existing between the educational system and other dimensions of the social process and to put forward an explanation of why these relations exist and how they have changed over time. A general objective is to examine the relation between educational expansion, the educational apparatus, the social classes and their conflicts, and the economy in the most important phases of their development. The discussion of educational expansion attempts to present policies both as projected and as actualized in order to visualize the interests of the groups involved in establishing policy as well as the obstacles, modifications and concessions that emerged upon their implementation. Throughout the study, the issue of educational growth and change is treated as an outcome of economic forces and of the conflicting interests of various groups possessing different degrees of power.

The study contains five chapters. Chapters I and II develop an historical perspective of the expansion of postsecondary schooling in Puerto Rico since the Spanish colonial period to the present. Particular emphasis is placed on the forces acting to bring about change in the educational sphere.

Chapter III examines the outcomes of expansion with emphasis on the period following the 1960's. Statistics are presented in order to observe the type of postsecondary institution where enrollment growth has been occurring. An analysis of the outcomes of expansion, their implications and contradictions is presented in Chapter IV.

Chapter V recapitulates the main findings and issues discussed in the study and provides some speculations on the likelihood and social implications of continued enrollment growth.

In analyzing the expansion of postsecondary schooling in Puerto Rico, the author does not attempt to prescribe a path that higher education should follow but rather to present situations and their possible consequences so that readers can develop their own ideas on the course to be pursued. Knowledge of the historical and social context in which educational change takes place is essential to the task of assessing it critically and making informed decisions in the exercise of political power.

188. PHILLIPS, Robert H. (Ph. D.). "THE USE OF BEHAVIOR MODIFICATION TO IMPROVE SELF-ESTEEM IN LOW INCOME ELEMENTARY SCHOOL CHILDREN." Fordham University, 1975. 82 pp. Source: DAI, XXXVI, 3A (September, 1975). 1400-A. XUM Order No. 75-18,920.

The purpose of this study was to determine the effects of behavior modification on enhancing the self-esteem of low-income black and Puerto Rican elementary school children. Since the literature has shown that individuals with high self-esteem are more likely to make positive statements about themselves, social reinforcement in the form of teacher praise was given to students who made any legitimate positive statements about themselves. The reinforcement was designed to increase the number of positive self-referent statements verbalized by the students. The Coopersmith Self-Esteem Inventory was administered to see if the experimental procedures were effective in improving self-esteem.

Subjects

A total of 30 children selected from 10 classes in the third, fourth, and fifth grades in a low-income New York elementary school were used in this study. The children were black and Puerto Rican low-income students ranging in age from 8 to 11. Ten of the 30 children (five boys and five girls) were placed in each of the three treatment groups: the experimental group (those receiving praise), the control group (those receiving no praise, but in the same classrooms), and the inventory group (those in different classrooms).

Instrumentation

This study used the Coopersmith Self-Esteem Inventory, a self-report questionnaire consisting of 58 statements. Of these, 50 items are concerned with the individual's self-esteem, and the other eight make up a "lie" scale.

Procedures

All students were given pre- and post-experiment administrations of the Coopersmith Self-Esteem Inventory. The baseline stage then began, during which teachers tallied the number of positive statements all experimental and control group students made about themselves. During the first experimental stage, teachers praised any experimental group child who verbalized a positive self-referent statement. Control group children received no praise. During the extinction stage, all praise was discontinued. During the second experimental stage, praise conditions were reinstated. Each stage lasted 7 days, and a 7-day observation stage preceded the experiment, to give involved teachers a chance to learn correct observational techniques.

Results

Results showed that praise as a behavior modifier was successful in significantly ($F = 6.65$, $p < .01$) increasing the number of positive self-referent statements verbalized. Results also showed that the behavior modification program was successful in creating a significant ($F = 4.16$, $p < .05$) difference between the mean self-esteem scores of the experimental, control, and inventory groups, with the experimental scores being significantly higher than the others.

Conclusion

In a 7-week study with 30 low-income, black and Puerto Rican children from the third through the fifth grade in an elementary school, it was found that a behavior modification program was effective in significantly improving self-esteem. The use of praise was effective in increasing the number of positive self-referent verbalizations, a variable which had been stated as being characteristic of an individual's self-esteem. The result of this program of systematic application of praise was a

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significant improvement in self-esteem scores as shown on the Coopersmith Self-Esteem Inventory.

189. POUPART, Miguel Angel (Ph. D.). "THE IMPACT OF COURT INTERVENTION IN THE ADMINISTRATION OF DISCIPLINARY PROCEDURES AND PRACTICES ON CORRECTIONAL INSTITUTIONS IN PUERTO RICO."

Florida State University, 1978. 193 pp.

Source: DAI, XL, 2A (August, 1979), 1090-A.

XUM Order No. 7917069.

While alleged abuses of discretion by correctional administrators have increasingly become a concern of the courts, in formulating their decisions, these courts have available little empirical information and analysis treating the central problem of balancing prison administration with inmates' rights.

This study attempted to determine the extent of compliance of Puerto Rico's Correctional System with a consent decree regarding prison disciplinary proceedings. Inmates filed a class action lawsuit against Corrections for alleged violations of due process in prison disciplinary proceedings. After weeks of negotiations, a consent decree was entered based on defendant's submission of a proposed draft of "Regulations Governing the Disciplinary Procedures in Puerto Rico's Penal Institutions" to the satisfaction of the plaintiffs and the Federal Court.

In attempting to evaluate compliance with these "Regulations" we relied on several sources of information: analysis of conduct reports prior to and after the "Regulations" as well as other institutional records; observation of disciplinary hearings; and the administration of an interview schedule to a sample of inmates, personnel, high ranking officers in Corrections, hearing officers and counsels. Four (4) institutions were selected for the study: a penal camp, a jail, the institution for young adult offenders and the prison for women.

The findings of this study are that the institutions on the whole are not complying with the

"Regulations." The hearing, due to the presence of counsel, guarantees due process before inmates can be sanctioned. These guarantees are absent before and after the hearing, and inmates are arbitrarily and severely punished by prison officials. We found: illegal segregations, changes in level of custody, transfers, forfeiture of good time credits, suspension of privileges and inmates beaten by guards.

Corrections has not backed the "Regulations" and has failed to provide resources for their adequate implementation, thus nurturing the initial resistance that prison staff may have shown toward them and provoking abuses and violence within prisons.

190. POWERS, Bethel Ann (Ph. D.). "HEALTH, CULTURE, AND FAMILY NETWORK: THE PUERTO RICAN COMMUNITY IN ROCHESTER, NEW YORK." University of Rochester, 1980. 370 pp. Source: DAI, XLI, 6A (December, 1980), 2673-A. XUM Order No. 8028924.

This dissertation is a study of fifteen Puerto Rican households in Rochester, New York. The field research has employed intensive methods of anthropology in order to learn about participants' perspectives of family organization and the socio-cultural factors that contribute to their points of view and life situation.

There is a dual and complementary focus in this report. An underlying concern is the effects of ethnicity on health care delivery. On the one hand, it is assumed that the ethnic backgrounds and subcultural experiences of both health care providers and clients contribute to the context within which health care delivery takes place. On the other hand, it is assumed that the family system within which people are socialized, from which they derive personal identity and cultural orientation, and to which they contribute according to role and position is the context within which they should be understood and accepted as whole individuals. As the health of individuals concerns and affects their families, so the accurate assessment of family organization, expressed needs, resources and strengths will enhance options for care and support for both individuals and families.

To begin to understand "family" in the case of Puerto Rican families in Rochester, it is necessary to see the special characteristics of households and the special properties of their external social networks as distinct and overlapping, with interaction between the two proceeding in both directions as a continuing two-way exchange. The membership and role relationships within households tend to reflect, over time, patterns of interaction within the household's social network. Network linkages may be based on kinship, ritual kinship, special friendship, fosterage, and neighborhood ties.

The dissertation explores household and network systems with regard to the consequences of growing up in traditional structure. The acquisition of capacidad is described as a socialization/maturational process which leads to a sense of self in relation to others as expressed through patterned relationships based on the cultural principles of respeto and cariño. Social change and culture contact, however, may impose restraints and limitations on the effectiveness of traditionally defined relationships and learned interactional patterns.

Domestic units vary in their ability to maintain themselves apart from outside support systems. In Puerto Rican culture, kin and neighborhood networks have traditionally provided economic and social support for individual members and member households. Survival for Puerto Ricans as members of a subculture in American society, however, means that some adaptation must occur in an environment characteristically defined by American social, political, and economic systems, dominated by American cultural values and lifestyles, and unified by another (the English) language. In such an environment the connections or linkages of domestic units become very important, particularly as they relate to survival strategies, socialization processes, and self identity in terms of personal and cultural integrity.

Some ethnographic background of the Rochester community provides a descriptive framework to support discussion of contrasts between traditional orientation and the choices people face in changed circumstances.

The sample of families is small and therefore not representative. Bott's work on networks and

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role relationships is used as a model against which to assess particular cases and as a framework from which to project implications for applied practice and future study.

191. PRATTS PONCE DE LEON, Saul J. (Ph. D.). "PUERTO RICO RETURN MIGRANTS AND THEIR POLITICAL ATTITUDES." New York University, 1982. 236 pp.
Source: DAI, XLIII, 7A (January, 1983), 2460-A.
XUM Order No. DA8227221.

Puerto Rico has reversed recently the migration pattern; more Puerto Ricans are arriving than are leaving for the United States. This migratory flow is of such magnitude that its impact has been the object of several studies focusing on demographic and economic issues. Our concern in this study is to analyze how the migratory experience affects the political orientation of the migrants toward the status of Puerto Rico.

The research procedure is focused on a survey that collects information from Puerto Ricans who decided to return to Puerto Rico after living in the United States. The sample was selected from two San Juan Metropolitan Area communities which are generally known to contain large numbers of return migrants. These two residential sectors have different socio-economic conditions which give a variety of experiences and backgrounds.

The major findings indicate that there is a different pattern of political orientation due to the kind of migratory experiences. A less successful career in the mainland is related to a positive attitude toward economic aid from the United States to Puerto Rico. These less successful migrants are more inclined toward the political integration of Puerto Rico to the United States. This suggests that a positive attitude toward economic aid is translated into a desire for political integration. On the other hand, a more successful career in the mainland is related to a negative attitude toward economic aid and a negative attitude toward the political integration of Puerto Rico to the United States. In conclusion, the kind of experience of the migrants to the mainland is an important factor which affects their political orientation.

Other important findings of the study are:

- (1) In the older generation the higher educated have been more affected politically by their experiences than those who are less educated.
- (2) The higher educated migrants feel that there is prejudice against them when living in the mainland.
- (3) The resettlement conditions of the migrants are highly influenced by their educational level and their job opportunities in the mainland.

192. PUIG-ARVELO, Héctor A. (Ph. D.). "A QUANTITATIVE CROSS-CULTURAL STUDY OF JOB SATISFACTION IN THE UNITED STATES, ITALY AND PUERTO RICO."

Michigan State University, 1960. 100 pp.

Source: DAI, XXIII, 4 (October, 1962), 1414.

XUM Order No. 62-395.

The study was designed to check the results obtained by Trier in testing eight hypotheses regarding job satisfaction among Michigan industrial workers with the results obtained with Italian and Puerto Rican industrial workers. The Italian and Spanish translations of Trier's questionnaire were administered to 196 Italians and to 398 Puerto Ricans. The primary method of analysis consisted of matching pairs of workers on all but one pertinent variable and computing the differences in satisfaction due to the variable. The variables included occupational status, income, company, age, sex, education, and father's occupational status. Questions on a Likert type scale were also used to measure the worker's conception of how his family, friends, and neighbors perceive his job.

The perceived status scores of the professional class were found to be the highest in the two countries studied (United States and Puerto Rico). In Puerto Rico as well as the United States, the professional group perceptual scores differ significantly from the clerical and skilled classes. In Puerto Rico, however, the professional group did not differ significantly in their perceived status scores from the semi-skilled and unskilled groups, as it occurred in the States. The correlations between satisfaction scores and the perceived status scores were .89 for the United States and .56 for Puerto Rico.

The results indicated that those of higher occupational status were significantly more satisfied in all three countries. Also, the American, Italian and Puerto Rican workers receiving higher wages were significantly more satisfied than those receiving lower wages.

As Trier had found in the United States, the average satisfaction from company to company in Puerto Rico scored significantly different even when the workers compared in different companies were equated for status, income and age. Three equated Italian companies, however, did not show significant differences.

Older workers were significantly more satisfied than younger workers in the United States and the direction of the results in Italy and Puerto Rico was consistent though not significant. The assumptions that women workers would be more satisfied, that workers at a higher occupational status would be more satisfied, and that those with less education would be more satisfied received only inconsistent and insignificant support. In Puerto Rico, rural and urban employees did not differ significantly in satisfaction, nor did early and late emancipated employees.

The study illustrated the two major advantages of the cross-cultural method. First, the data from Puerto Rico and Italy extended the range of job satisfaction available for study; that is, the Puerto Rican results extended the range upward, the Italian results, downward. Second, the results showed that some findings in the United States have cross-cultural validity (for example, status, wages and company) and some do not (sex and age).

193. PULASKI, Barbara D. (Ph. D.). "THE INTERACTION OF THE PUERTO RICAN MEDICAL CULTURE WITH THE EXISTING MEDICAL CULTURE OF PLASTICTOWN." Boston College, 1973. 521 pp. Source: DAI, XXXIV, 8A (February, 1974), 5340-A. XUM Order No. 73-30,506.

This thesis investigates the hypothesis that social attitudes and values of cultural groups are related to the use or non-use of available medical

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services. In order to test this hypothesis, data were collected on the Puerto Rican medical culture, the established medical culture, and the interactions between the town cultures in a small industrial town in New England.

Multiple research methods were used to obtain data: participant-observation, questionnaire, and interviews.

Results indicate that the existence of a strong system of folk medicine and remedies among the Puerto Ricans was the variable most influential in affecting the Puerto Ricans' interactions with physicians. Adherence to the traditional folk medicine was uncorrelated with length of time in the United States, educational level, and marital status.

Local physicians were unaware of the existence of the health knowledge, health attitudes, and health practices of the Puerto Rican. In general, the attitude expressed by the physicians toward the indigenous culture was: "I have to treat their illnesses: must I treat their culture, too?" However, any attempts to treat Puerto Ricans medically will not be effective if their local culture is not taken into account.

194. PUYO, Ana Maria (Ph. D.). "FAMILY HEADSHIP AND DRUG ADDICTION AMONG MALE PUERTO RICAN YOUTHS: AN INVESTIGATION OF QUALITY OF FAMILY LIFE." Fordham University, 1980. 282 pp. Source: DAI, XLI, 1A (July, 1980), 423-A. XUM Order No. 8012801.

Research conducted on the impact of family life on drug usage has examined one-parent and two-parent families; often emphasizing the large number of one-parent families found among the addicts' families. One-parent families, for the most part, have been considered a less preferred type of family in relation to two-parent families, but few comparisons have been made between stable/well organized broken and unbroken homes. This research is an attempt to fill this gap, by exploring the family factors that have contributed in one-parent/two-parent homes to the avoidance of or experimentation with heavy drugs

among a group of young Puerto Rican males residing in neighborhoods where drugs were available.

The primary objective of the study was to explore the quality of Puerto Rican family life in the homes of addicts and non-addicts, whether in one-parent or two-parent families. Is quality of life the discriminating variable in drug addiction among male Puerto Rican youths? The research has taken the position that the addicts and the non-addicts included in the sample perceived their quality of family life differently regardless of being raised in one-parent or two-parent homes.

The quality of family life concept refers to the home atmosphere either conducive or not conducive to foster close relationships and mutual understanding among the family members. This family life has been analyzed in terms of a selected sample of family variables (socio-economic status, family size, ordinal position, discipline/supervision, extended family, parents' personality characteristics, and affectional identification with parents) in the light of the social controls conceptual scheme employed by Nye in his research into family relationships and delinquent behavior.

This study is a secondary analysis since the data utilized were originally collected for other research purposes. The total sample for the current study included fifty-nine of the one-hundred cases used in the original study. The informants were intensively interviewed. The structured interview was followed by an extensive taped report. However, this investigation has been based primarily on qualitative data.

The overall results of the qualitative analysis of data revealed that most of the dominant patterns which emerged in the exploration of the family variables clearly differentiated the homes of the addicts and the non-addicts.

Main Findings. The discriminating economic factor was the type of economic dependence or independence fostered by the mothers in one-parent homes and by both parents in two-parent families.

Addiction was more prominent among large families than among small ones.

The youth's ordinal position among siblings was significant mainly among one-parent families.

An outstanding difference was found in the disciplinary and supervisional techniques among the families of the addicts and the non-addicts. Close relationships between the parent(s) and the sons proved to be the best means to provide effective disciplinary and supervisional measures based on indirect controls.

The presence of at least one strong and competent parental figure at home was the significant factor discovered among the one-parent and two-parent families of these Puerto Rican non-addicts.

Sons' identification with their parents was related to the avoidance of drug addiction. Non-addicted youths will follow their parent(s) ways in raising their own children.

The conclusions of this exploratory investigation strongly support the postulate that the quality of family life was closely associated to drug addiction or its avoidance. This finding is consistent with the theory of social controls since indirect and internalized controls were operative in the one-parent homes as well as in the two-parent families of the non-addicts.

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195. QUINONES, Sigfredo (Ph. D.). "A STUDY OF THE MEDIA FUNCTION AS PERCEIVED BY MEDIA SPECIALISTS, CLASSROOM TEACHERS, AND SCHOOL PRINCIPALS IN PUERTO RICO." University of Connecticut, 1981. 112 pp. Source: DAI, XLII, 3A (September, 1981), 967-A. XUM Order No. 8117606.

This study was concerned with the perceptions of classroom teachers, media specialists, and school principals about the media specialist's role. The study tried to determine the role expectations of the media specialists working in the Puerto Rico educational system.

Two major questions were asked: (1) Were there any differences between what classroom teachers, media specialists, and school principals perceived

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media specialists were doing and what they perceived media specialists should have been doing? (2) Were the perceptions of the media specialist's role the same among classroom teachers, media specialists, and school principals? Four null hypotheses were generated for the investigation in an attempt to answer the two questions. The hypotheses were generated to determine if significant relationships existed between the actual role perception of the media specialist and the desired role perception.

The population of the study consisted of 75 classroom teachers, 72 media specialists and 62 school principals working for the Puerto Rico instructional system. Eighty percent of the questionnaires were returned.

The instrument used to collect the data was a 48-item questionnaire developed by the researcher based on the most common functions performed by the media specialists as reported in the literature. The relationship among the perception of the three groups of what media specialists were doing and what media specialists should have been doing were compared by submitting the data to 3 correlated t-tests and 1 one-way analysis of variance test. The null hypotheses were tested at the .05 level.

Analysis of the data revealed that: (1) There was a difference between what media specialists perceived they were doing and what they perceived they should have been doing. (2) There was a difference between what classroom teachers perceived media specialists were doing and what they perceived media specialists should have been doing. (3) There was a difference between what school principals perceived media specialists were doing and what they perceived media specialists should have been doing. (4) There was a difference among what media specialists, classroom teachers, and school principals perceived media specialists were doing and what media specialists should have been doing. (5) Teachers and school principals do not appear to have a clear understanding of the roles of the media specialists.

The study revealed information which is valuable for the improvement of the media program services and for the improvement of the utilization of media in the Puerto Rico educational system.

R

196. RAMIREZ, Ramon Luis (Ph. D.). "AN EXPLORATORY STUDY OF DECENTRALIZED TEACHER SELECTION POLICIES AND PROCEDURES IN PUERTO RICO AS VIEWED BY REGIONAL DIRECTORS AND SUPERINTENDENTS OF SCHOOLS." University of Connecticut, 1981. 176 pp. Source: DAI, XLIII, 1A (July, 1982), 39-A. XUM Order No. DA8201925.

The Department of Education of Puerto Rico is attempting to resolve the problem of delays in teacher selection and appointment. In a related move, the Center for Planning and Consultation of the Department of Education submitted a plan for the decentralization of the education system in Puerto Rico. One of the proposed activities of the Center is the study and analysis of regulations and procedures.

This ex post facto (exploratory) study was designed to identify and analyze the present teacher selection procedures and hiring criteria, problems related to these procedures, views of the regional directors and superintendents of schools concerning the decentralization of these procedures, and recommendations given by these two groups of school administrators.

The population of the study consisted of all one-hundred superintendents of schools and all seven regional directors of schools. Questionnaires were actually received from 79 superintendents (80 percent) and all 7 regional directors of schools. The instruments consisted of two questionnaires, derived from literature in teacher selection: "Policies and Procedures of Teacher Selection," Form 1 (administered to regional directors and superintendents of schools). Distribution statistical procedures, such as frequency counts, percentages, ranges, standard deviations, and means, were used to describe the general characteristics of respondents, the hiring criteria for teacher selection, the views of decentralization of teacher selection system, and the recommendations given by

superintendents and regional directors. The relationship between independent variables and criteria was ascertained through the use of chi-square tests; strength of relationship was measured by Cramer's V statistic.

The Department of Education of Puerto Rico used the eligibility lists as the procedure to select teachers. These lists were prepared by the Office of the Auxiliary Secretary of Personnel.

The four most important qualities in candidates that superintendents looked for in an interview were: emotional stability, knowledge of subject, attitude toward work, and ability to plan and organize.

The regional directors indicated the following problems with the present teacher selection procedures: (1) selection process is too slow; (2) eligibility lists do not guarantee the selection of the best teachers and cause problems due to many miscalculations; and (3) the selection process hinders making decisions in special cases. The superintendents of schools revealed that the main problem in the use of the present teacher selection procedures is the inadequacy of the use of the eligibility lists.

More superintendents than regional directors agreed that the present teacher selection system does not provide the highest quality of teachers. None of the regional directors and only sixty-seven percent of the superintendents considered decentralization to the local district level necessary in Puerto Rico. A minority of the regional directors and a majority of the superintendents indicated that: (1) teacher selection system should be decentralized; (2) they were not satisfied with the present teacher selection; and (3) decentralization will increase local participation in decision-making. All the regional directors and forty-four percent of the superintendents indicated that they accepted the decentralization of teacher selection and appointment to the Regional Office.

None of the independent variables (except the number of schools) was found significantly related to the view of the superintendents of schools pertaining to decentralization of the teacher selection.

The recommendations given by the regional directors were to: (1) decentralize to the regional office level; (2) confer upon the school districts the right to appoint and on the regions the right to prepare the eligibility lists and all other information. The superintendents of schools recommended: (1) local school districts should make the teacher selection decisions based on "terns or quints system" and (2) consideration should be given to other criteria for selection such as evaluation, tests, attitudes, and community involvement.

197. RAMOS, Mercedes Otero De (Ph. D.). "PRISONIZATION AS AN INHIBITOR OF PUERTO RICAN FEMALE

INMATES' EFFECTIVE RESOCIALIZATION." University of Missouri-Columbia, 1982. 270 pp.

Source: DAI, XLIII, 6A (December, 1982),

2111-A. XUM Order No. DA8226204.

This study examined the possible impact of prisonization on the resocialization of 95 Puerto Rican female offenders. The inmates' normative assimilation and social role adaptations were considered as predictors of three consequences of the prisonization process: interpersonal relations, opposition to the law, and opposition to the institution. The inmates' postrelease expectations and criminal identification were treated as intervening variables.

Seven Likert types of scales were selected, pretested and used as operational measures of the research variables. Kendall, Spearman, and Goodman-Kruskal Gamma rank-order correlation techniques were applied to measure the predicted relationship between variables at the established .05 confidence level.

Opposition to the law and the priorities placed on interpersonal relations were found to be the most significant factors inhibiting the inmates' resocialization. Model Student (Medicaid, Squares); Drag Seeker (Manipulators, Politicians, Cyclines); and Hard Rocks (Troublemakers) were the most significant roles within the prison community. Role incumbents had in common their criminal career and the pattern of behavior acting as manipulators in

order to survive the pains of imprisonment. It was also observed through in-depth interviews that Model Students seemed to be more positively oriented toward resocialization. Meanwhile, Drag Seekers and Hard Rocks seemed to be willing to pursue their delinquent careers. Consequently, the social role position assumed by the inmate was the most influential independent variable in relation to interpersonal factors and opposition to the law.

The inmates' criminal identification and their postrelease expectation, to a lesser extent, were mediating factors which were closely related to the negative consequences of the prisonization process; namely, opposition to the law and interpersonal relations.

The research findings reported here and in Zingraff's study suggested that prisonization is related to self-attitudes that are not conducive to effective resocialization. The female inmates, in contrast to Zingraff's findings with males, did not show great opposition to the institution. However, in contrast with Zingraff's, our study reported a high priority placed on interpersonal contacts by females highly identified with the criminal subculture. Both studies certainly confirmed the negative consequences of the prisonization process.

198. RAMOS-BELLIDO, Carlos Gil (Ph. D.). "THE POLITICS OF BIRTH CONTROL IN PUERTO RICO." University of California, Berkeley, 1977. 195 pp. Source: DAI, XXXIX, 2A (August, 1978), 1130-A. XUM Order No. 7812739.

Previous research in the areas of population and family planning in Puerto Rico have emphasized bio-chemical experimentation to determine effectiveness of a variety of contraceptive techniques; the adverse consequences of population growth on economic growth; and the existence of socio-cultural factors which impede the effectiveness of family planning programs. Little attention has been given to overpopulation and population policies as political issues. This study attempts to identify the political variables that have shaped the historical development of Puerto Rico's population policies and family planning programs from 1925 to

the present.

A case study approach has been utilized to analyze the political nature and ideological base of the diverse interest groups involved in the birth control controversy, the strategies used by these groups to defend their respective positions and the consequences of the controversy as reflected in government policy and services. Particular attention is given to the roles played by the United States government, insular administrators and political parties, the medical profession, diverse religious groups (particularly the Catholic Church), and, finally, independence advocates.

Information is also provided about the socio-economic conditions that have shaped the past and present structure and functioning of family planning services and the effects of these services on changing these conditions.

199. RAMOS ECHEVARRIA, Sixto (Ed. D.). "SECONDARY SCHOOL PRINCIPALS OF PUERTO RICO IN-SERVICE TRAINING NEEDS: A NEEDS ASSESSMENT." Lehigh University, 1980. 176 pp. Source: DAI, XL, 11A (May, 1980), 5680-A. XUM Order No. 8009728.

This study sought to determine the in-service training needs of secondary school principals in Puerto Rico as perceived by teachers, superintendents and the principals themselves. Attention was also focused on the principals' preferences in the delivery modes to be utilized in providing these in-service needs.

A survey instrument was designed to ascertain the perceptions of secondary school principals, secondary school teachers, and district superintendents regarding the inservice training of secondary school principals.

The data for the study was obtained from February to May, 1978, by surveying secondary school principals, secondary school teachers and school superintendents. Of the 230 secondary schools selected by a stratified random sampling technique, a total of 118 principals completed and returned the questionnaire. A total of 318 secondary school teachers were randomly selected for participation

in this study. Completed questionnaires were returned by 192 teachers. All 80 district superintendents in Puerto Rico were asked to participate. A total of 52 superintendents returned completed questionnaires.

The sub-population groups rated 28 competency items on a scale of 1 to 5 according to their perceived level of competence of principals. This data provided information in regard to the present proficiency of secondary school principals. A second column asked respondents to rate each item on a scale 1 to 5 according to how important they perceived each competence was for principals to carry out efficiently his principalship responsibilities. This data gave an indication of the desired level of the competence which respondents expected from the principals. The 28 items of competency were related to 10 broad areas of competence identified in previous studies in the United States as important for the functions of school principals. In addition to the 28 items of competency, four more sections were included in the questionnaires. Only the principals were requested to complete the last four sections. These sections provided data regarding the principals' preferences of the delivery modes to be utilized in providing for their in-service needs, demographic information, and formal in-service attended by secondary school principals during the five years prior to this study.

Discrepancies between current levels of competence and the desired levels of competence were subjected to analysis by the use of a t-test. Analysis of variance was also used to compare responses among the samples. Adjusted frequency percentages, standard deviation and mean scores were computed to calculate the principals' preferred modes for in-service training, demographic information, and in-service training attendance.

The combined data indicate that the top three priority needs for secondary principals' in-service training were identified as: (a) knowledge and ability to organize and develop a program of individualized instruction; (b) ability to communicate effectively with the community; (c) ability to help the faculty to actualize the curriculum, taking into consideration the needs of the students.

In terms of broad competency areas, the five priority needs were identified as curriculum

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development, school organization, leadership skills, supervision, and decision making.

Principals and superintendents differed statistically at .05 level in the perceptions of current levels of competence possessed by the principals. There were no statistically significant differences between superintendents and principals' perception of the desired level of competence of principals.

Superintendents rated the secondary principals' competency levels lower than did the principals. The principals consistently perceived themselves as possessing higher levels of competencies than did the teachers and superintendents. Superintendents' perceptions of principals' competency levels were generally lower than the assessments made by the teachers.

200. RAMOS-MCKAY, Julia Mercedes (Ph. D.). "LOCUS OF CONTROL, SOCIAL ACTIVISM AND SEX ROLES AMONG ISLAND PUERTO RICAN COLLEGE AND NON-COLLEGE INDIVIDUALS." University of Massachusetts, 1977. 142 pp. Source: DAI, XXXVIII, 4B (October, 1977), 1957-B-1958-B. XUM Order No. 77-21,493.

Puerto Rican male (n=106) and female (n=81) Island college and non-college individuals were compared on three variables: 1) Locus of Control, 2) Social Activism, and 3) Sex Roles. Subjects (Ss) were asked to fill out a questionnaire consisting of a personal data blank, the Rotter Internal-External Scale, the Gurin et al., Scale, the Attitudes toward Women Scale (AWS), and the Personal Attributes Questionnaire (PAQ). Simple comparisons were performed with the data from each of the scales in order to test the hypotheses. On the variable of locus of control, no significant differences were found with the Rotter Scale data on any of the hypothesized comparisons. With the Gurin et al., Scale, both hypotheses generated were accepted. A posteriori comparisons with this scale resulted in a significant difference between college activists and non-college activists. Comparisons between the results of the present research and of a

previous study indicated that a difference existed between mainland and Island Puerto Ricans with the mainland individuals being significantly more adaptively external. Chi squares computed on the four factors of the Gurin et al.. Scale also indicated the existence of such a difference. With the sex role scales, it was found that college females were only significantly different from non-college males in both attitude toward the role of women and sex-role self-concepts. In the comparisons between the Island and mainland groups, although several significant differences existed in attitude toward the role of women, only one comparison was significant on the PAQ. Island non-college males were significantly more liberal in sex-role self-concepts than mainland non-college males. Also presented were the results of personal taped interviews with some of the Ss concerning relevant issues on the Island. The results of the study were discussed in light of the culture and the experiences of Puerto Ricans on the Island and the mainland.

201. RAMOS ORTIZ, Luis Angel (Ph. D.). "RECEPTIVITY OF PUERTO RICAN SCHOOL TEACHERS TO FOUR PROPOSED INNOVATIONS: AN EXAMINATION OF STATUS RISK THEORY." New York University, 1981. 177 pp.
Source: DAI, XLII, 5A (November, 1981), 2311-A-2312-A. XUM Order No. 8115503.

There are a number of ways in which receptivity to organizational change has been explained in the literature. These explanations can be grouped according to three perspectives: receptivity as a function of the type of tactics used in initiating planned efforts; and receptivity as explained by status related factors. This investigation focused primarily on the latter explanation.

More specifically, the objectives of this investigation were the following: (a) to test in a new setting the propositions sustained by the earlier studies of Giacquinta (1975a) and Kazlow (1974) that people in different organizational statuses do respond differently to a variety of proposed innovations; (b) to expand the status risk explanation of receptivity by considering both organizational and non-organizational statuses of members;

and (c) to examine the relative importance of status risk in explaining receptivity by assessing the effects of selected personality characteristics as well.

The second part of this work was guided by several research questions: (a) did other status differences help explain degree of receptivity among subjects to the four proposed innovations? (b) did subjects' emphasis on desired prerequisites help explain differences in degree of receptivity to proposed changes within status categories? and (c) to what degree were members' reactions to the four proposed innovations intercorrelated?

Out of 435 teachers who were invited to participate, 272 responded to a questionnaire that included a personal data section, four semantic differentials designed to measure receptivity to the four proposed innovations, and two personality scales--the Rokeach and the Trumbo scales, used in prior studies of receptivity.

In order to determine the relationships among subjects' receptivity to each of the four innovations and the chosen organizational and non-organizational categories, t-tests and/or analyses of variance were computed.

The results of the analyses computed to test the first hypothesis revealed that, as predicted, important differences in degree of receptivity were found for teachers classified by level of teaching in two out of three proposed cases. This was also true for teachers classified according to whether or not they held administrative positions.

Results for the second hypothesis showed that, as predicted, age was related to receptivity in all four cases.

With respect to the third hypothesis, as predicted, noteworthy differences were observed in degree of receptivity between teachers classified by age and level of teaching and age and administrative position and teachers classified by each of these statuses taken separately.

Finally, results of the testing of the fourth hypothesis failed to provide evidence for the importance of dogmatism or attitude toward change at work in explaining receptivity to any of the proposed innovations for the statuses considered.

Further analyses were carried out using two other statuses, one organizational and one non-organizational, as independent variables. The organizational status of tenure disclosed mean receptivity differences in the direction predicted by status risk theory. The non-organizational status of being a parent of school-aged children also disclosed mean receptivity score differences in a direction explainable according to status risk theory.

An explanation of within-status receptivity score differences of the subsample of elementary school teachers revealed that the degree of receptivity to innovation was related to the importance given to this subsample's two most desired prerequisites. This is consistent with the status risk theory. On the other hand, no strong inter-correlations among receptivity scores to the four innovations were revealed by the analysis.

202. REYES, Erwin Anibal (Ph. D.). "THE INTERRELATIONSHIPS OF ROLE-TAKING, SOCIAL COMPETENCE, SEX ROLE CONCEPT, ACCULTURATION AND TRAIT ANXIETY AMONG PUERTO RICAN WOMEN IN NEW YORK CITY: A DEVELOPMENTAL APPROACH." University of Texas at Austin, 1981. 131 pp. Source: DAI, XLII, 3B (September, 1981), 1206-B. XUM Order No. 8119359.

The interrelationships of role-taking, social competence, sex role concept, acculturation and trait anxiety were investigated within a developmental-sociocognitive framework. The conceptualization of the study followed Piaget's Cognitive and G. H. Mead's Interactionist Theories. A group of 58 Puerto Rican women who grew up in Puerto Rico but moved to New York City after age 14 were assessed with the following measures: (1) The Role-Taking Task (RTT), (2) Powell's Developmental Social Competence Tasks, (3) The Personal Attributes Questionnaire (PAQ), (4) The Socio-Cultural Premises Questionnaire (SCPQ) and (5) The Trait Anxiety Inventory (TAI). All subjects were administered the measures in Spanish and individually. These women were assumed to undergo a transition in

terms of their previous socialization in sex role concept in order to adapt to the new values and social structures confronting them. Thus, their level of acculturation, trait anxiety and sex role concept were hypothesized to be a function of the social-cognitive processes of role-taking and social competence. Also, it was predicted that sex role concept would explain a large part of the variance of acculturation and trait anxiety. Finally, it was also predicted that trait anxiety would depend on the level of acculturation. Multiple regression equations were used to test the hypotheses. The results were mostly negative. Two significant relations were found. It was found that a masculine sex role concept significantly predicted trait anxiety, and that a feminine sex role concept significantly predicted acculturation. Additionally, it was noted that SES appear to have confounded the results. The difficulties associated with relating developmental and nondevelopmental measures were also discussed.

203. REYES, Luis Orlando (Ph. D.) "POWER TO THE PEOPLE: THE PROCESS OF DIVISION OF LABOR IN PUERTO RICAN MALE AND NON-PUERTO RICAN WHITE MALE TASK GROUPS." Stanford University, 1982. 272 pp. Source: DAI, XLII, 11A (May, 1982), 4785-A. XUM Order No. DA8208894.

The present empirical study attempted to demonstrate the value of the organizational concepts of legitimacy, leadership, and the division of labor in task groups as an explanation for racial and ethnic differences in the leadership behavior of Puerto Rican male and non-Puerto Rican white male work groups. We argued that the structural arrangements of formal organizations in American society have consequences for the way in which a group organizes itself to complete a task delegated to it by that organization.

We hypothesized that in an organizational setting dominated by white males, Puerto Rican task groups would adopt alternate modes of structuring group interaction from the highly differentiated division of labor expected to emerge among non-Puerto Rican white task groups.

Ten Puerto Rican male groups and ten non-Puerto Rican white male groups (each with four members) from an urban Catholic high school in New York City were given the Johnny Rocco Case Task to discuss and complete. Their interaction was videotaped and coded for the frequency of procedural statements and three sub-categories: explicit directives, implicit procedural comments, and procedural questions. Groups were classified according to five dimensions of labor and were rated for quality of performance.

The findings did not support our major hypotheses of ethnic differences either on division of labor, the proportional use of the procedural sub-categories, or on quality of performance. There were unexpected differences among the task groups by class year. These seemed to reflect differing levels of cognitive development and organizational experience since the task and the use of procedural statements were related to academic variables.

We concluded that the failure to see ethnic differences may have been due to the unique institutional "ethos" of "South Catholic High." Puerto Rican students seemed to perceive themselves as equally legitimate and powerful as non-Puerto Rican white students, as evidenced by their high academic achievement and their participation in student leadership roles. Efforts to develop leadership skills among Puerto Rican and other minority students need to be structured so as to take advantage of the potentially powerful effects of institutional norms and arrangements on student behavior.

204. RICO-VELASCO, Jesus Antonio (Ph. D.). "MODERNIZATION AND FERTILITY IN PUERTO RICO: AN ECOLOGICAL ANALYSIS." Ohio State University, 1972. 177 p. Source: DAI, XXXIII, 2A (August, 1972), 839-A-840-A. XUM Order No. 72-21,008.

This study examined the ecological correlates of community fertility levels of a society in the midst of economic development. Specifically, this research explored the effects of urbanization-

industrialization, community socioeconomic status, and the participation of women in the labor force upon fertility ratios in a developing society.

Some past and present theoretical presentations and research findings on the general relationship between modernization and fertility were documented. The first assumption springing up from the review of the literature was that modern urban-industrial life produces socio-cultural changes that constrain fertility performance. The second assumption was that in the process of modernization the community's socioeconomic status mediates or is an intervening variable between the level of modernization and fertility. The final assumption was that labor force participation and changes in the women's roles in a developing society influence females to prefer smaller family size, therefore lowering the general community fertility. In this study, these factors are put together in structural causal models to explain the birth rates of the different areal units of the Puerto Rican population.

Data for testing the hypothesized relationships postulated in the causal models, assumed to operate in this developing society, were obtained from the 1950 and 1960 Puerto Rican censuses. The methodological approach proceeded as follows: (1) several multiple correlation and regression problems were solved, from which the collective impact of the modernization components upon fertility and the general contribution of each indicator to fertility's explanation were ascertained; (2) a causal ordering of the three dimensions was hypothesized for 1950 and 1960, and for particular tests of the relationship between each individual dimension and fertility using a time-function approach; (3) the path coefficients called for in the models were calculated; (4) the models were modified according to the calculated path coefficients, with those negligible and insignificant paths from the original models being deleted, and then solving for the new causal links called for in the new path diagrams; and (5) the original correlation matrices were predicted on the basis of the revised models' path coefficients, and the differences between the estimated and original matrices were assessed to evaluate the validity and mathematical soundness of the models.

This study gives support to the proposition that community fertility rates are to some extent a

function of both the general level and timing of societal development. For 1950, it was found that 45 percent of the variance in community fertility ratios was a function of urban concentration, education, income, and the participation of women in the labor force. Of the four variables the strongest effect was that of women in the labor force ($p_{65} = -.3779$); next in importance was the influence of urban concentration ($p_{61} = -.2630$), followed by income ($p_{64} = -.1946$) and by education ($p_{63} = -.1236$).

For 1960, about 36 percent of the variations of fertility ratios was explained by the manufacturing variable, income and education, and women working. The reduction in the percent variance explained between 1950 and 1960 was approached in terms of societal development process. When the community's differentials in urbanization-industrialization, SES, and proportion of women working are reduced in the process of modernization, some other important factors such as religion, ethnicity or psychological variables may enter as contributing more to the explanation of variations of the birth rates. Of the four variables explaining fertility in 1960, the strongest effect was that of education ($p_{63} = -.2506$), next in importance was the influence of the participation of women in the labor force ($p_{65} = -.2219$), and the lowest effects were those of manufacturing ($p_{62} = -.1620$) and income ($p_{64} = -.1230$). A definite pattern emerged at this point from the findings: the general hypothesized inverse relationship between urbanization-industrialization, SES, women working, and fertility levels was pervasive and consistent through time in the Puerto Rican society.

205. RIERA-TORRES, Antonio (Dr. Eng.) "A SCHOOL

FACILITIES LOCATION--ALLOCATION PARADIGM FOR
EDUCATIONAL PLANNING IN PUERTO RICO."

Rensselaer Polytechnic Institute, 1977. 297

pp. Source: DAI, XXXVIII, 10B (April, 1978),

4900-B. XUM Order No. 7802862.

Puerto Rico's centrally controlled educational facilities planning is examined by developing a facilities planning tool for the Mayaguez School District. The capacity-timing paradigm proposed

here determines the number of new and/or expansion classrooms required to satisfy 1980 and 1985 Mayaguez School District level-specific student demand, at a minimum construction and transportation cost. A modified cohort survival approach is coupled with a ratio and apportionment method to project future district demands for each type of public educational facility (elementary, junior-high, and high school). These demand projections are transformed into actual expansion and/or new capacity requirements through a capacity decision strategy. An engineering economy analysis revealed that construction costs far outweighed transportation costs. Therefore, the researcher has adopted a capacity decision strategy based on the following decision hierarchy: (1) if capacity is available, transport; (2) if required capacity is less than expansion capacity, expand; (3) otherwise, determine the most economic discounted cash flow expansion and/or new capacity combination.

Another related problem examined in this research is the identification of efficient locational configurations, embodying the capacity-timing strategy. Location alternatives resulting from the assignment of residential origins to the closest available facility are specified.

The location problem is not essential to the development of facilities needs requirements and facilities allocation mechanisms at the Islandwide level. However, it is important at the district level. The methodology developed for the location problem is based on an exhaustive enumeration approach. It seems appropriate for solving the physical facilities location problem, since usually there is a limited number of potential sites to be considered at the district level.

The capacity-related modules should be adopted in all school districts, since they specify the minimum classroom needs required to serve the projected student population. This information could prove useful in the development of an automated facility needs planning tool, to justify annual budget appropriation requests to the Commonwealth's Legislature.

The School Facilities Location-Allocation Paradigm provides the Education Department with an impact analysis option which allows decision-makers to assess the long-range effects of different operating policies, such as the identification of

additional required capacity arising from the elimination of double sessions in the Mayaguez School District. The extension of the capacity modules on an Islandwide basis could provide the Education Department with a systematic facility requirements planning tool.

206. RIVERA, Enrique (Ph. D.). "THE ADJUSTMENT OF MALE CHILDREN OF PUERTO RICAN IMMIGRANTS AS A FUNCTION OF MOTHER'S ACCULTURATION AND ADJUSTMENT." Kent State University, 1979. 78 pp.
Source: DAI, XL, 4B (October, 1979), 1911-B.
XUM Order No. 7922726.

This study explored the relationship between the degree of acculturation of Puerto Rican mothers and the adjustment of their sons. A second area of study was the relationship between the children's adjustment and the mother's adjustment as a function of the acculturation factor. Our dependent measure was the degree of the children's adjustment as evaluated by their teachers. After this first measurement was concluded, the children's mothers were evaluated on two main dimensions of acculturation and pathology. These were then correlated with the children's adjustment in order to assess the nature of the relationship.

The study showed that the degree of maladjustment in the children and the degree of acculturation of the mothers had an inverse linear relationship. The children from the more traditional (less acculturated) mothers presented the highest level of maladjustment. It was also shown that the acculturation factor was more influential on the adjustment of the children than the mothers' own adjustment.

Our sample was limited to Puerto Rican mothers in an industrial city. These factors should be taken into consideration when any type of generalization is attempted. In the interest of generalization, there is a need for replication of our study with other Spanish groups and in other kinds of environments (e.g., rural).

207. RIVERA, Jo-Ann M. (Ph. D.). "BILINGUALISM AND PERSONALITY DIFFERENCES IN PUERTO RICAN FEMALES." Adelphi University, 1978. 89 pp.
- Source: DAI, XL, 3B (September, 1979), 1382-B. XUM Order No. 7921102.

The bilingual individual, inasmuch as she partakes in two languages and cultures, provides us with the means of studying how past experiences with a particular cultural language tap certain personality variables. This investigation examined the emotional and unconscious aspects of an individual's personality as reflected in the thought processes of bilingual female subjects.

To clarify the interaction of language and culture on thought processes, the experimenter analyzed the differences in responses to a projective stimulus presented and responded to in both Spanish and English. The analysis was directed at the between-subject differences due to languages and differences between two groups of bilinguals who learned English at two points in time, and the languages' relationship to the indices of movement, color, and primary process.

The sample consisted of 40 female, American-born Puerto Ricans from New York City universities. The volunteers were screened by the Hoffman Bilingual Schedule. The subjects were divided into two, 20-subjects, bilingual groups determined by when they learned English. The two groups were Coordinate Compound and Compound bilinguals. A Latin Clinical Psychology student administered the Behn-Rorschach and Rorschach tests individually in both Spanish and English in a test-retest design. There were four orders of administration to counterbalance for order of test and language.

In view of the previous literature, it was hypothesized that:

1. bilinguals would have higher scores in movement, color, and level 1 primary process in the Spanish protocols and
2. the Coordinate Compound bilinguals would score higher than the Compound bilinguals in movement, color, and level 1 primary process responses in Spanish.

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The data were analyzed using a Latin Square design for all three determinants. The results of the statistical analyses provided no confirmation of the hypotheses stated.

Although there were statistical differences, they were not considered significant in the array of 45 statistical analyses. These were differences in the number of movement responses between the Behn-Rorschach and Rorschach, suggesting further research is warranted in the use of the Behn-Rorschach as a parallel form.

In exploring the lack of significant results, the study was analyzed in terms of bilingual grouping and instruments. The Hoffman Bilingual Schedule utilized for determining bilingual fluency measured linguistic background. As a result of inadequate bilingual fluency measurement, it was not possible to discern if the two bilingual groups are different from each other in their linguistic ability. In addition, the Behn-Rorschach and Rorschach did not have the sensitivity to tap any effects of linguistic nuances.

The utilization of the subject's age at which they learned English, for bilingual grouping, may be less a factor in personality than hypothesized. Rather the influence is the context and extent of usage of each language. The method of subject selection did not control for these possible discrepancies.

Although the interaction of culture, language, and personality are intriguing issues, this study demonstrated the complexity of attempting to separate the contribution of these variables to each other. Further research will require a more decisive measure of bilingualism and a more sensitive personality measure to clarify the interaction of language in culture and personality.

208. RIVERA, Luis R. Diaz (Ed. D.). "THE EFFECTS OF INCREASING CLASS SIZE ON ACHIEVEMENT AND THE REACTIONS OF STUDENTS AND FACULTY TOWARD THIS PRACTICE AT THE CATHOLIC UNIVERSITY OF PUERTO RICO." Lehigh University, 1976. 183 pp.
Source: DAI, XXXVII, 11A (May, 1977), 6984-A.

XUM Order No. 77-10,706.

The Problem: This study was aimed at determining the relationship between increasing class size and student achievement, and the reactions of students and faculty toward this practice at the Catholic University of Puerto Rico.

Procedures: Eleven professors and twenty-two sections of students were involved in the study. Each professor taught one smaller class ranging in size from 27 to 70 students and a corresponding larger class ranging from 53 to 152. (The smaller classes served as control groups and the larger ones as experimental.)

The sample consisted of 1,756 students enrolled in basic courses in the field of Theology, Behavioral Science, Philosophy, History and Education.

Scores on final examinations made up by the professors were used as measures of achievement.

A questionnaire constructed by the researcher and reviewed by a group of professors was used to determine student reactions. A reliability coefficient of .85 was obtained in the pilot testing performed.

A structured, in-depth, taped interview was used to determine professors' reactions.

The z-Test was used to analyze student achievement and the chi-square test to analyze student reactions. An analysis of the professors' reactions to each question was made and reported.

Findings: 1. Achievement: (a) Statistically significant differences at the .05 level of confidence favoring smaller classes were found in the following courses: History 252 and Education 430. (b) Statistically significant differences, in favor of larger classes, were found in Philosophy 312. (c) No statistically significant differences were found between larger and smaller classes in the following courses: Theology 211 and 412, History 104 (3 pairs; 6 sections), Philosophy 111, Sociology 110, and Politics 110. 2. Student Reactions: (a) Statistically significant differences ($p < .05$) were found in nine courses (eighteen sections) in favor of smaller classes. (b) No statistically significant differences were found in

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one course (four sections). 3. Professor Reactions: (a) Sixty-four percent of the professors involved did not think class size affects achievement, but for other reasons forty-six percent preferred smaller classes, thirty-six percent larger classes, and eighteen percent preferred a combination of both.

Conclusions: 1. Achievement: The data on achievement was conflicting, but in most cases size seemed to have little or no effect upon student achievement. 2. Student Reactions: The large majority of the students prefer smaller classes. 3. Professor Reactions: Varied. Some of them (46%) expressed a preference for smaller classes, others (36%) for larger classes and a few (18%) for a combination. The preferences expressed for larger classes were subject to improved conditions.

Recommendations: Since achievement does not appear to be affected by class size, administrators at Catholic University of Puerto Rico should consider continuing this approach. They should also prepare to cope with faculty and student preferences which generally favor smaller classes.

209. RIVERA-NEGRON, Moises (Ph. D.). "ROLE PERCEPTION AND JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOL COUNSELORS OF PUERTO RICO." University of Miami, 1979. 184 pp. Source: DAI, XLI, 1A (July, 1980), 111-A. XUM Order No. 8014162.

The psychology of work has increasingly recognized the importance of job satisfaction and role perception upon workers. This study investigated these two work dimensions among secondary public school counselors of Puerto Rico.

The hypotheses tested in this investigation examined: (1) the differences between the counselors' actual and ideal role perception, (2) the relationships between job satisfaction and counselors' discrepancy in their perception of actual and ideal role, (3) the correlation between discrepancy in perception of actual and ideal role among counselors and years of experience in the job, (4) the differences in perception of ideal role between more experienced and less experienced counselors, and (5) the differences in job satisfaction between more experienced and less

experienced counselors. The study also explores the level of satisfaction that counselors experience with different aspects of their job.

A proportional stratified random sample of 108 subjects was selected from a population of 376 counselors from six different school regions. Job satisfaction ratings of these counselors were determined from the counselors' responses to the Minnesota Satisfaction Questionnaire (MSQ) and their roles perception from their responses to the Counselor Attitude Inventory (CAI).

The findings reveal that counselors significantly differ in their actual and ideal perception of those roles having to do with: (1) maintaining consultive contact, (2) serving in the curriculum committee, (3) dealing with vocational problems, (4) conducting follow-up studies, (5) conducting faculty studies, (6) using research, (7) dealing with social-psychological problems of students, (8) scoring group intelligence tests, (9) disciplining students, and (10) arranging for ill children to go home. Counselors perceive that they should be performing the duties inherent to these roles more frequently than they actually do, except for the role relating to social-psychological problems of students where they believe they should be doing less than they do at present. Of the above roles number 8, 9, and 10 are inconsistent with the ASCA "Statement" and "Guidelines" on counselors' roles.

Significant negative correlations were found between discrepancy in perception of actual and ideal roles and the following job satisfaction areas: Ability utilizations, Activity, Creativity, Security, Social status, Variety, and General job satisfaction. In general, Puerto Rican secondary public school counselors express a higher level of satisfaction with the intrinsic rather than with the extrinsic aspects of their work.

No significant correlations were found between discrepancy in actual and ideal role perception and years of experience in the job, except for one out of twenty-two sub-hypotheses, namely the one having to do with the counselor being responsible for school assembly programs, which showed a significant negative correlation.

More experienced as opposed to less experienced counselors perceived the following roles as ideal

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for them to perform: (1) supervising the noon hour program, (2) conducting corridor supervision, (3) serving on the curriculum committee, (4) monitoring study halls, (5) conducting follow-up studies, (6) and disciplining students. Roles number 1, 2, 4, and 6 are inconsistent with the ASCA "Statement" and "Guidelines." No significant differences were found between the level of job satisfaction of "more experienced" and "less experienced" counselors.

210. RIVERA-OJEDA, Edwin A. (Ph. D.). "AN EVALUATION OF THE WIN PROGRAM IN PUERTO RICO." Pennsylvania State University, 1976. 120 pp. Source: DAI, XXXVII, 5A (November, 1976), 3196-A-3197-A. XUM Order No. 76-24,796.

The research reported in this study focused on factors related to the effect of the Work Incentive Program (WIN) in Puerto Rico.

Program effectiveness was measured at two levels: 1) the individual client; and 2) the WIN team. It was predicted that WIN effectiveness is affected by: 1) participant characteristics; 2) social disabilities or barriers to employment; 3) program inputs in the form of human development services; and 4) interorganizational relations. Correlation coefficients, chi-square, and Kendal's-Q test of association were used to gauge the relationships between the conceptualized factors and the dependent variable, WIN effectiveness or success. Two definitions for success were obtained. The first limited success to those participants who were placed on jobs and who had a subsequent follow-up as part of their employability plan completion, i.e., completed their tenure in the program. This definition was used by Island authorities for all official purposes until February 1972. The second definition defined success to include all those participants in the first definition plus the enrollees who dropped out of the program to take jobs acquired through their own efforts.

Examination of the factors expected to be associated with WIN program achievements led to certain unexpected findings. While program effectiveness was, to some extent, affected by enrollee (N=468) characteristics, WIN inputs, and WIN

interorganizational relations with its co-participants, social disabilities seemed to be of little significance. WIN team performance could be predicted best by looking at interaction scores. High interaction with all of the various agencies and services comprising the WIN approach, however, was not found. When evaluating WIN team effectiveness in terms of client employment success, utilization of Social Service Department services explained very little of the difference and was perceived to be an inappropriate use of team member time by many of the above average success groups. Because of the small number (N=17) of WIN teams available for evaluation, it must be cautioned that the findings need be treated as tentative, requiring further substantiation under less limiting conditions.

Improvements in WIN performance seem likely to result from consideration of the factors demonstrated to be in a relationship to success. It is suggested that certain administrative decisions be reevaluated in light of the information presented in this study.

211. RIVERA-VALENTIN, Ligia (Ed. D.). "A STUDY OF THE ATTITUDES OF REGULAR CLASS TEACHERS IN PUERTO RICO TOWARD MENTALLY RETARDED CHILDREN."

Columbia University Teachers College, 1978.

154 pp. Source: DAI, XXXIX, 6A (December, 1978), 3516-A-3517-A. XUM Order No. 7822097.

This project was designed to study certain factors which might have an influence on the attitudes of regular classroom teachers in Puerto Rico toward mentally retarded children. The questions which the study asked were: (a) whether teachers' attitudes toward mentally retarded children were influenced by the presence of a special class for the educable mentally retarded in the school and (b) whether years of teaching experience, years of academic training and age, examined separately, had a relationship to teachers' attitudes toward mentally retarded children.

Sixty-two regular class teachers from schools with classes for the educable mentally retarded and 62 teachers from schools without classes for the educable mentally retarded were given the Multi-dimensional Attitude Scale on Mental Retardation

(Harth, 1973b). This scale is composed of five separate subtests.

Significant differences were not obtained between the attitudes of teachers from schools with classes for the educable mentally retarded and the attitudes of teachers from schools without classes for the educable mentally retarded with the exception of one subtest, Subtle Derogatory Beliefs, which produced differences in favor of the teachers from schools where there were classes for the educable mentally retarded. This finding was discounted, however, because of the possibility that it could have occurred by chance and because of the low reliability of this particular subtest. Significant correlations were not obtained between years of teaching experience, years of academic training and age and the teachers' scores on the attitude scale.

A frequency distribution of total scores on the attitude scale for each group of teachers revealed that the distribution of scores was similar for both groups and that the majority of scores in each group fell within one standard deviation of the mean for the group. A tally of responses by item to selected items from the subtest Integration-Segregation revealed that 82% of the respondents expressed opposition to the practice of placing mentally retarded children in regular classes.

The fact that the presence of a special class in the school did not have a significant effect on teachers' attitudes was attributed to limitations of the attitude scale and to the uncertain nature of the contact between the teachers in schools where there was special classes and the retarded children in those classes and the uncertain nature of the contact between unclassified retarded children in schools which did not have special classes and the teachers in those schools. The fact that relationships did not emerge between years of experience, years of training and age and attitudes was attributed to the fact that these are probably not variables which have the greatest impact on attitudes.

Evidence of opposition to mainstreaming obtained in this study suggests the need for a more intensive study of regular class teachers' attitudes toward the integration of mildly handicapped children into regular classes. Subsequent studies should employ specific descriptions of behavior as

object referents for mental retardation and should use instruments for measuring attitudes which require responses to behaviors which children present in school, which place respondents in the role of teacher and which relate directly to educational decisions, particularly the decision to mainstream mildly handicapped children.

212. ROBINSON, Richard Adair (Ph. D.) "A COMPARATIVE STUDY IN THE AREAS OF STUDENT PERSONNEL SERVICES AS PERCEIVED BY PUERTO RICAN, NORTH AMERICAN, AND LATIN AMERICAN STUDENTS ATTENDING THE FLORIDA STATE UNIVERSITY IN 1977." Florida State University, 1978. 124 pp. Source: DAI, XXXIX, 6A (December, 1978), 3409-A. XUM Order No. 7822203.

Research was undertaken to isolate and identify specific areas of student personnel services perceived as problems by Puerto Rican, North American, and Latin American students attending The Florida State University in the fall term of 1977. Thirty-seven Puerto Rican students, thirty-five North American students, and twenty-four Latin American students completed the Michigan International Student Problem Inventory. Their replies were divided into the following groups: ethnic, sex, tenure, and student classification.

Statistical procedures determined that the only significant difference was between the Puerto Rican and North American ethnic groups. The Puerto Rican students reported their major problems to have been the English language, financial aid, academic advising, and orientation services. The North American students gave their major problems as financial aid and academic advising. The Puerto Rican students reported the seriousness of nine of their eleven problems to be above the combined groups' mean, while the North American students gave the seriousness of nine of their eleven problems below the combined groups' mean. The problems perceived by the Puerto Rican students differ from those perceived by the North American students in both rank positioning and intensity of severity.

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213. RODRÍGUEZ, Carmen F. Quíñones (Ph. D.). "FAMILIES OF WORKING MOTHERS IN PUERTO RICO." Ohio State University, 1976. 209 pp. Source: DAI, XXXVII, 5A (November, 1976), 3214-A. XUM Order No. 76-24,676.

The specific objectives of the study were: to determine (1) the demographic characteristics of Puerto Rican working mothers; (2) the reasons for her incorporation into the labor force; (3) the adaptive arrangements made by the family for the care of their children while parents work, and mothers' feelings about these arrangements; (4) husbands' attitudes toward wives' employment; and (5) the division of household tasks, and patterns of decision-making.

The sample of the study consisted of 130 families with working mothers and children under six years old.

Families were composed mainly of young, well educated couples. Nearly all respondents were full-time workers, occupying white collar occupations. The reason most frequently reported for their entry into the labor force was financial need.

Findings revealed that 16 percent of the children under six years old were cared for in their own homes. The families used more out-of-home arrangements, either at a relative's home or at a non-relative's home. The extended family was a useful resource for the families studied.

The findings revealed a high degree of adaptability in the part of the families studied to deal with the pressures impinged upon them by societal changes as well as to take advantage of the new opportunities offered to them by economic expansion.

214. RODRIGUEZ, Clara E. (Ph. D.). "THE ETHNIC QUEUE IN THE U. S.: THE CASE OF PUERTO RICANS." Washington University, 1973. 342 pp. Source: DAI, XXXIV, 6A (December, 1973), 3586-A-3587-A.

XUM Order No. 73-24,899.

This dissertation introduces the queue concept as a framework within which to view the dynamics of assimilation. The existence of an ethnic queue in the social fabric of U. S. society is posited. Present and historical evidence is presented to substantiate the ethnic queue. A historical account of the processes by which the ethnic queue evolved is given. A focus on Puerto Ricans in New York applies this conceptual framework to this latest of ethnic groups.

In Chapter I a historical account of the development of ethnic and racial prejudice in the U. S. is given. The early colonial beginnings are seen as providing conditions conducive to the development of negative attitudes toward "the different." The succeeding period, 1700-1800, is the period in which Americans experienced the first of many dialectical reactions and became first the English-Americans and then the Anglo-Americans. The dialectical process is explained as follows: With the entrance of a new antithetical element (ethnically different immigrants), the thesis (older immigrants) resynthesized itself so as to better deal with the new antithesis and eventually made for a new synthesis (the Anglo-Americans). The new synthesis retained, however, the hierarchical value associated with seniority. This dialectic continued throughout the U. S.'s history. Successive waves of immigrants served to institutionalize it and the ethnic queue.

In Chapter 2 evidence is presented for the existence and persistency of ethnic differences in the U. S. The studies reviewed indicate that ethnic groups in the U. S. are found in the following order: Wasps, (Russian) Jews, Irish, Poles, Italians, Latins and Blacks. An examination of census data and studies between 1888-1920 indicate that this order has been fairly constant over time. Evidence on nonwhites suggests what may be a parallel nonwhite queue.

Chapters 3 and 4 contain the historical and cultural attributes of Puerto Ricans. A series of historically determined characteristics of Puerto Ricans are examined: race, citizenship status, accessibility of homeland, culture and "dignidad," minority-ship, world-view, religion, spiritualism, and intermarriage. This examination shows how Puerto Ricans differ from previous immigrants.

Having examined "who" came, the focus is then turned to "what" Puerto Ricans came into. Two institutions in New York, the economy and education, are examined in depth. Their effect upon Puerto Ricans is itemized by means of current statistical data. The queueing of Puerto Ricans is seen to have been much influenced by a contracting New York economy and the educational achievement of Puerto Rican students is seen to have been much affected by the ideology of the ethnic queue.

The last chapter is an exploratory survey of attitudes of first and second generation Puerto Ricans in New York. The findings were based on a questionnaire, administered in Spanish and English, to (50) "leaders," student and working second generationers, and first generation parents. The following tentative findings emerged: Perception of the low positions of Puerto Ricans, Blacks and other "latinos" was fairly clear; the positioning of Wasps, Irish, and Italians varied, mainly by the degree of ghettoization. That is, the less ghettoized the respondent, the greater the probability he would see the above arrangement of groups. Discrimination against Puerto Ricans in various institutions was perceived by almost all respondents. Racial identity is perhaps undergoing a change, especially amongst second generationers. A strong pro-Puerto Rican sentiment was evident in all three groups of respondents.

215. RODRIGUEZ, Felicita (Ph. D.). "A STUDY OF THE RELATIONSHIP BETWEEN DOGMATISM AND PERSONAL VARIABLES WITH PERCEIVED OBSTACLES TO CURRICULUM CHANGE BY SECONDARY SCHOOL TEACHERS OF PUERTO RICO." University of Connecticut, 1980. 142 pp. Source: DAI, XLI, 12A, Part 1 (June, 1981), 4964-A. XUM Order No. 8111918.

Research has shown that there are certain factors that determine the rate of continuous progress that schools make in the direction of meaningful change. Research also has shown that there are certain factors that are perceived by teachers as obstacles to the implementation of change in the curriculum. These factors are found either in the external environment or within the

teachers themselves.

It was the purpose of this study to examine the factors teachers of Puerto Rico perceived as obstacles to curriculum change and to determine to what extent and in what manner variation in these obstacles could be predicted by age, sex, teaching experience, academic preparation, and dogmatism. Two research questions and five hypotheses were analyzed to address the purpose of this study.

A group of 210 secondary school teachers, randomly selected, from the public school system of Puerto Rico were asked to react to two questionnaires: The Dempsey Questionnaire, Form B (revised), which measures external and internal obstacles to curriculum change and the Rokeach Dogmatism Scale, Form E, which measures degrees of dogmatism on a continuum. Both questionnaires were translated, adapted, and piloted in order that they could be used in Puerto Rico. Teachers also filled out a personal data sheet. Ninety-eight percent of the questionnaires were returned. Two hundred of the 206 questionnaires that were returned were usable and were analyzed.

The data were treated through a series of multiple regressions to determine the predictive ability of the independent variables on obstacles to curriculum change. The independent variables were sex, age, teaching experience, academic preparation, and dogmatism. The criterion variable was obstacles to curriculum change. It had two subdivisions: external factors (School Personnel, Children and Parents, School Policy, School Plant and Equipment, and Time) and internal factors (The "Self").

The findings in this study revealed that: (1) Puerto Rican teachers perceived the factors presented as obstacles to curriculum change. A wide distribution of scores was reported in all external and internal factors tested. (2) Sex and age were significant predictors of obstacles to curriculum change. Dogmatism significantly incremented the variation explained by sex and age. Academic preparation and years of teaching experience were not significant predictors. The optimal equation for these data had three predictors: age, sex, and dogmatism. This study found that 22% of the possible variation was predicted by these three factors. These predictors were significant at the $p < .01$ level. The low variability and the

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lack of a strong relationship between and criterion variables may be indicative of a need for a better selection of independent variables.

The analyses of the hypotheses reported that: (1) Sex was a significant predictor for School Personnel, School Policy, and School Plant and Equipment. (2) Age was a significant predictor for: School Personnel, Children and Parents, School Policy, and Time. (3) Years of teaching experience was not a significant predictor either for external or internal obstacles to curriculum change. (4) Academic preparation was a significant predictor for School Plant and Equipment. (5) Dogmatism was a significant predictor for Children and Parents, Time, and the "Self."

These findings add a valuable measure of information concerning factors perceived as obstacles to curriculum change that curriculum specialists should take into consideration while working with teachers in planning, developing, and implementing curriculum change in the Puerto Rico educational system.

Administrators, curriculum workers, pupils, and parents need to be included in future studies of this nature. Teachers who are in the process of implementing a change in the curriculum should also be studied. Other variables correlating with external and internal obstacles to curriculum change need to be determined.

216. RODRIGUEZ, Miriam Ramona (Ph. D.). "ADULT EDUCATION PROGRAM FOR BLIND PUERTO RICAN HOMEMAKERS." University of Nebraska-Lincoln, 1978. 160 pp. Source: DAI, XXXIX, 3A (September, 1978), 1268-A. XUM Order No. 7814708.

Purpose

The purpose of this study was to determine the effect of an adult education program on the performance of homemaking tasks by Puerto Rican homemakers with visual impairment and on the changes in their self-perception.

Methodology

The sample for the study was composed of 22 legally blind homemakers who were or had been clients of the Vocational Rehabilitation Division. Four measuring instruments were used as pre- and posttests. The Homemaker's Information and Activity Interview provided information in relation to the homemaker, her disability and the extent to which she was involved in work in the home. The Self Report Questionnaire measured the homemaker's feeling toward herself and her roles as a homemaker. The Gough Adjective Check List was used to assess the total self-perception of the homemakers. The Task Performance Analysis was used as a guide for observing the homemakers performing the tasks and establishing baseline data.

An individual program was designed for each of the homemakers considering her needs as shown by the use of the Task Performance Analysis. Teaching was done through demonstrations and discussions by the writer and a group of 24 student teachers from the School of Home Economics at the University of Puerto Rico. Previous to their participation, the writer developed a series of training sessions for the student teachers in relation to techniques of work with blind individuals.

The data were analyzed to determine significant differences between pre- and posttests in: (1) total self-perception as shown by the measure of 24 personality rubrics, (2) self-perception toward homemaking roles, (3) frequency of participation in homemaking activities, and (4) performance of homemaking tasks.

Summary of Findings

The major findings of this study were:

1. Statistically significant differences were found in the total self-perception of the homemakers. Significant differences at the .05 level were found on the following personality rubrics: defensiveness, self-control, liability, intra-reception need, nurturance need, aggression need, change need, and deference need. Significant differences at the .01 level were found in the personality rubrics of total number of adjectives checked, exhibition need, succorance need, and abasement need. All of the above changes were in the positive direction.

2. Statistically significant differences at the .01 level were found in the self-perception toward homemaking roles and the homemakers' participation in homemaking activities.

3. The homemakers showed changes in the positive direction in the performance of homemaking tasks.

Conclusions

Based on the data reported in this study it can be concluded that:

1. Blind homemakers need to be involved in learning experiences which will contribute to more independence in the performance of homemaking tasks.

2. An assessment of the homemakers' performance of homemaking tasks constituted an important element in the design of an individualized program.

3. Use of instruments that measured personality rubrics and self-perception toward homemaking roles permitted changes to be identified in these areas.

4. At the end of the adult education program the homemakers showed statistically significant changes in the positive direction in their personality, attitudes toward homemaking roles, participation in homemaking activities, and the skills for performing homemaking tasks.

5. After receiving training in the techniques for working with blind individuals, student teachers in home economics education were able to offer learning experiences to blind homemakers as part of their work with adults.

This study has implications for the development of home economics programs for handicapped homemakers. It shows the importance of assessing the homemaker's performance as a basis for planning individual programs. A major implication for agencies that offer homemaking programs for adults is the need for opening more opportunities for participation in programs for the handicapped homemakers.

RODRIGUEZ-FERNANDEZ

217. RODRIGUEZ-FERNANDEZ, Carmen M. (Ed. D.). "TESTING AND THE PUERTO RICAN CHILD: A PRACTICAL GUIDEBOOK FOR PSYCHOLOGISTS AND TEACHERS." University of Massachusetts, 1981. 265 pp.
Source: DAI, XLII, 8A (February, 1982), 3519-A.
XUM Order No. 8201386.

This dissertation consists of two major parts. The first part set down the theoretical foundation for the creation of a guidebook for psychologists and teachers. An extensive and comprehensive review of the literature was completed. I covered the history of testing practices in the United States as it pertains to Hispanic as well as other minority children, an overview of the important legal and legislative responses to the problems of testing, placing and educating Puerto Rican children, and a discussion of the cultural factors which often interfere with the accurate measurement and diagnosis of the learning difficulties of the children.

The second part consists of a guidebook with specific guidelines that will enable teachers, psychologists and test administrators in general to become more aware of the particular problems encountered when testing Puerto Rican children and to interpret test results within the context of the cultural diversities of Hispanic children. The guidebook is unique in that it provides readily accessible information in a single, multiple-referenced source not previously available. It also provides a critique of those tests most widely used in the assessment of Puerto Rican children. Where the author has found commonly used tests to be discriminatory and absolutely irrelevant to the population being tested, the guidebook also suggests alternative testing procedures.

218. ROSADO, Manuel (Ph. D.). "THE HISTORICAL DEVELOPMENT AND LEGAL STATUS OF PUBLIC SCHOOLS IN PUERTO RICO." University of Denver, 1967.
Source: CDI (1861-1972), XXXVI, p. 863. See No. 63.

ROSARIO

219. ROSARIO, César Alfredo (Ed. D.). "A PROPOSED GRADUATE TEACHER TRAINING PROGRAM IN BILINGUAL-BICULTURAL EDUCATION FOR THE GRADUATE SCHOOL OF EDUCATION AT THE UNIVERSITY OF PUERTO RICO." Columbia University Teachers College, 1978. 260 pp. Source: DAI, XXXIX, 10A (April, 1979), 6080-A. XUM Order No. 7909016.

The Commonwealth of Puerto Rico is currently emphasizing the improvement of education. Paralleling this emphasis is the growing awareness of the need to expand and strengthen the bilingual-bicultural education throughout the Island. Bilingual education is a basic human need for contemporary living in Puerto Rico as bilingual-bicultural educators can provide individuals with the knowledge that will support the present-day higher standard of living and can encourage activities in the educational field which will help individuals to live a richer and more satisfying life.

The University of Puerto Rico supports the belief that people can best achieve their goals through education which demands an awareness of the Island and surrounding geographical areas. In the larger complex of our national and world civilization there is a need for well-trained bilingual educators to use our bilingual-bicultural setting to communicate not only to local citizens but also to citizens of our world community and thus reflect the ideals of a democracy. Since the college program is adapted to the needs of the people, the rapid increase in enrollment demands the expansion of the college curricula.

The existing Master of Education program, although offering majors in several teaching fields, does not offer a Master's degree in bilingual-bicultural education. In order to formulate a proposed Master's degree in the bilingual-bicultural teacher training program, this research concerned itself with a catalogue survey of seventeen institutions which do offer such a degree. Correspondence with key personnel explored the current trends and strengths of these institutions

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and revealed that there is a wide variance in requirements in present-day programs and in acceptance of the thesis and/or comprehensive examination as a terminal project. The research evaluated the trends for change in these institutions; the results are incorporated in the proposed program which is planned along the lines of teacher education. More emphasis would be put on research and personal creative performance.

The strengths mentioned in the correspondence included program flexibility which allows for meeting individual student needs, a well qualified and cooperative staff, small classes, and well equipped classrooms. The proposed program calls for small classes and the student will receive individual attention from enthusiastic and cooperative staff members. The University of Puerto Rico at present lacks some necessary equipment in certain areas; as the program expands, it is hoped that the School of Education will be able to purchase the necessary items.

The student who enrolls in the proposed graduate program in bilingual-bicultural teacher training education may prepare for a wide variety of significant educational roles including elementary and secondary school teachers, paraprofessionals, curriculum coordinator, psychologist, early childhood specialist, supervising librarian, research librarian, teacher evaluatory, teacher trainer and researchers.

The criteria which resulted from this research is designed to give an advanced education to prospective and professional bilingual-bicultural teachers. The program was necessarily set up according to the resources of the University of Puerto Rico, including the graduate faculty, available courses, facilities, and instructional materials. The criteria, however, were developed not only to serve as a broad base for the structure of the program proposed in this study, but also, if the need arises, to be used by a college staff in formulating an acceptable bilingual-bicultural program leading to the Master's degree.

220. ROSSELLO, Jeannette M. (Ph. D.). "PUERTO RICAN YOUTH: A STUDY IN SELF-CONCEPT." New York University, 1980. 312 pp. Source: DAI, XLI,

2B (August, 1980), 699-B. XUM Order No.
8017592.

The purpose of this study was to delineate and understand the self-concept of the Puerto Rican youth in New York. Two basic questions were raised: What is the self-concept of this group like and what sectors of this population develop high and low self-concepts? Several factors that the literature has identified as important in self-concept development were investigated in relationship to this population's self-concept: residence, race, birth place, sex, age, family-structure, birth order, intelligence, achievement, school attendance, disciplinary actions, failure in school, social and emotional behavior in school, group membership, work experience, cultural context, English language skills, cultural attachment, group identification, parental interest, and effect of discrimination.

One hundred and twenty-three subjects were selected to participate in this study from the Manhattan Aspira Youth Program and Miniversity. Of these, 45% were male; 55% were females; 39% were 12-16 years old; 33% were 17-21 years old; 28% were 22-25 years old; 45% were first-generation; and 55% were second-generation. In addition, one hundred and seventy-nine subjects were selected in Puerto Rico from a public school and university in the urban area of Bayamón. Of these, 54% were males; 46% were females; 94% were in the younger group; 32% were in the middle group; and 29% in the older group. All three hundred and two subjects were Puerto Rican nationality, low socio-economic background, and young.

The subjects were given a test package consisting of the Tennessee Self-Concept Scale, the Self-Concept Scale of the Draw-A-Person Test (Revised), a demographic data form, a series of other scales (Effect of Dissonant Context Index, Effect of Discrimination Index, Cultural Attachment Index, Group Identification Index, and Parental Interest Index), and the Vocabulary and Similarities sub-tests of the Wechsler Scales. The subjects' teachers were asked to fill out the Teacher's Rating Scales. The instruments were administered individually during regular class periods in facilities provided by the participating institutions. Subjects were given the choice of Spanish or English in answering the test package.

The data were analyzed with t-tests, ANOVAS, Hierarchical Multiple Regressions, and Pearson Correlations.

The results supported several hypotheses concerning the effects of residence, birth place, sex, age, birth order, perceived parental interest, intelligence, work experience, and failure in school on self-concept, among the Puerto Rican youth sample in New York. The other factors studied did not result in significant findings.

Self-concept was examined among four different groups, defined along the residence and sex variables: Puerto Rican females in New York, Puerto Rican males in New York, Puerto Rican females in Puerto Rico and Puerto Rican males in Puerto Rico. Of these, subjects residing in New York tended to have higher self-concepts, where the females had higher self-concepts than the males.

Beyond the specific findings, the results show that: (1) the "uniformity assumption" regarding the self-concept of minority groups is fallacious--that even holding constant nationality, socioeconomic level, and age, differences are found within the group; and (2) different aspects of self-concept are affected by different variables, and self-concept or self-esteem cannot be fruitfully treated as a single variable.

221. RUSKIN, Francine Klein (Ed. D.). "A STRUCTURAL ANALYSIS OF STATEMENTS BY PUERTO RICANS AND AMERICANS ABOUT FAMILY RELATIONSHIPS."

Columbia University Teachers College, 1979.

225 pp. Source: DAI, XL, 4A (October, 1979), 2152-A. XUM Order No. 7923615.

The purpose of this research has been to study patterns of logical connections in the verbal statements produced by New York Puerto Rican and North American people in a similar setting: what they bring to situations and what they say are products of their culture. These words are concrete data which can be analyzed and are the object of this study.

The reasons for studying verbal productions were not arbitrary: following theoreticians such as Sapir, Whorf, Levi-Strauss, and Varenne, connections between language and culture are assumed. Secondly, one cannot know what is in the mind of an informant, but one can analyze what the informants say about how they perceive the world. What are the symbols with which they organize their life? What is the structure of their interpretation of the world?

Four groups of informants were interviewed: New York Puerto Rican social workers, New York Puerto Rican clients in mental health centers, New York Puerto Rican spiritists and mediums and North American social workers. In all there were forty-five people.

A story about Puerto Rican people in New York was written in English and in Spanish and was given to each informant to read with the purpose of having them read the story and tell it back to the researcher. The interviews were tape recorded and transcribed in their entirety. A structural analysis was made of the texts obtained, with the following results:

Informants did not retell the story but made comments about it in a systematic, patterned manner.

All New York Puerto Rican informants structured their texts in a similar manner whatever their educational level. They talked about three main topics: the family as educator, family relationships and men/women relationships, stressing an opposition with the North Americans.

The texts produced by the New York Puerto Ricans about these topics are structured by the opposition "we Puerto Ricans" versus "the Americans," "we" versus "they." When an evaluation was made, Puerto Rican ways were usually judged positively while North American ways were judged negatively.

Sometimes the evaluation shifted or was reversed, but the structure remained the same: the same symbols are used as diacritical marks to make the opposition and the evaluation; the vocabulary is not the same in the three groups but the structure is the same. The New York Puerto Rican informants also focused on the group, and

when they made references to the individual it was either explained by the cultural group or to explain the Puerto Rican culture. The emphasis was on the group.

The North American informants did not structure their texts in the same manner as the New York Puerto Ricans. The main structure that organizes their texts is an opposition between pathology and mental well being with the focus on the individual. Reference to the group or to Puerto Rican culture is made only to understand an aspect of the personality of an individual.

Arguments could be made to suggest that the North American informants structured their texts in this manner because of their professional training. However, the New York Puerto Ricans social workers had a similar training, usually being graduates of the same schools. The implications of this study point to the importance of language analysis in the study of culture, the importance of exploratory research using structural analysis, the importance of using structural analysis in the study of small communities, and the importance of understanding what the participants say about family relationships in educational and mental health settings.

222. RYAN, Mark Edward (Ph. D.). "PUERTO RICO'S EDUCATIONAL POLICY AND ITS RELATION TO POLITICAL POWER: 1898-1976." Arizona State University, 1981. 170 pp. Source: DAI, XLII, 9A (March, 1982), 3894-A. XUM Order No. DA8205159.

This study focused on the following question: How has the political relationship between the United States and Puerto Rico affected language policy within the Puerto Rican schools? Two conceptual frameworks for the study were: (1) Formal school systems reinforce the pattern of socially inherited skills and cultural competencies and thus perpetuate social inequality. This cultural transmission of social inequality is particularly vivid within a colonial context such as Puerto Rico. (2) The persistent U. S. policy

of cultural determinism for Puerto Rico, functioning through the theory of cultural deprivation, assumed that full acculturation was not only possible but desirable. The investigation utilized a standard three step method of historical examination involving: (1) search for information, (2) critical evaluation of sources and materials, and (3) synthesis and exposition. Primary and secondary sources of both oral and written materials were used.

Two basic eras were established by the author, "The Era of Assimilation (1898-1930)" and "The Era of Adaptation (1930-1976)." In both eras the most prominent characteristic of the externally imposed American educational system has been a continual attempt to supplant the Spanish language with the English language within the school domain. In the former era English language acquisition was viewed as much more than scholastic accomplishment; it was a test of one's patriotism. The latter era marked a period of U. S.-Puerto Rican relations characterized by cosmetic political changes. Overt attempts at replacement (English as a means of instruction) were switched to a more subtle and gradual means of implementing language shift (bilingualism and English as a second language).

Accordingly, the language question--based in cultural differences, political subordination, and pedagogic trial and error--has remained constant and unresolved throughout the entire history of U. S.-Puerto Rican relations. Final conclusions indicated: the overwhelmingly significant role of the United States government in Puerto Rico's educational system, the continuance of linguistic uncertainty until a final resolution of the Island's political status is reached, and an enduring resentment of an educational policy which has led to the maintenance of a colonial status for the Island.

Major recommendations included: further sociolinguistic studies of the apparent linkage among ideology, natural identity and language attitudes, a college credit course on the historical realities of language policy for present and future English teachers on the Island and continued research via utilization surveys, including longitudinal research designs to determine an English language methodology of social worth. Finally, a policy of cultural and linguistic maintenance based on the unique identity of the Puerto Rican

people was indicated as a means of cultural affirmation meeting the societal needs and thereby meriting the community's support.

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223. SAAVEDRA, José Miguel (Ph. D.). "THE INTERACTION BETWEEN ADOLESCENTS' PERCEPTION OF PARENTAL WARMTH AND CONTROL AND THE ASSOCIATION OF THESE DIMENSIONS OF PARENTING WITH SELF-ESTEEM AND SELF-ADEQUACY AMONG PUERTO RICAN MALES." Catholic University of America, 1977. 168 pp. Source: DAI, XXXVIII, 7B (January, 1978), 3372-B. XUM Order No. 77-29,500.

This study investigated the relationship between adolescents' perceptions of parental warmth and parental control, and the youngsters' own positive and negative assessments of the self in terms of worth (self-esteem) and competence (self-adequacy). The research draws from parental acceptance-rejection theory (Rohner, 1975) as well as from the "symbolic interaction" theory of Charles Horton Cooley and George Herbert Mead, and from Bronfenbrenner's (1961) theory of optimum levels. The three major hypotheses were: (1) A monotonic or linear relationship exists between adolescents' reported perceptions of parental warmth or acceptance and adolescents' feelings of self-esteem. That is, if adolescents perceive they are recipients of parental love, whether it be expressed physically or verbally, then they feel like worthy individuals. Likewise, if adolescents perceive they are rejected by parents' neglect or indifference or by parents' aggression or hostility, then this will be associated with feelings of unworthiness in the youth. (2) A curvilinear relationship exists between adolescents' reported perceptions of parental control (permissiveness-strictness) and adolescents' feelings of positive self-adequacy. That is, if adolescents perceive their parents as being extremely permissive or extremely strict, then this would be associated with feelings of self-inadequacy in the youth.

Moderate levels of parental control, however, would be of optimum value for the development of feelings of positive self-adequacy. (3) The joint effect of perceived high parental warmth and moderate parental control maximizes the level of positive self-adequacy in adolescents' own self-assessments. The third hypothesis, in effect, states that measures of parental warmth and control in combination are better predictors of measures of self-adequacy than either warmth or control alone.

Subjects ranging in age from 13 to 19 years were recruited from four private and three public schools in the San Juan (Puerto Rico) metropolitan area. From the sample of 208 adolescent males who completed the Perception of Parents Questionnaire and the Self-Concept Questionnaire, 60 youths (classified into one of five groups; i.e., those perceiving parents as accepting, rejecting, or restrictive, permissive, or moderate in control) were interviewed.

The results confirmed hypotheses 1 and 3, but not hypothesis 2. The results revealed that the more permissive the perceived parental control, the more positive the youths' assessment of self-adequacy. Moreover, those groups of adolescents whose parents are viewed as either moderately controlling or restrictive in control were not significantly different from each other in their own assessments of self-adequacy.

Factor analyses of the questionnaire data provided evidence of construct validity for the questionnaire scales. The factors which emerged for the perception of mothers were different from those of fathers.

Generally, the interview data was shown to have acceptable convergent and discriminant validities. The concurrent validity of the interview data, however, was found inadequate with respect to the control dimension of parenting when it was compared to the questionnaire data.

In the discussion, four possible explanations were given for interpreting the puzzling results arising from the test of hypothesis 2. One of the explanations deals with the possible kinds of inferences which adolescents draw from their perceptions of their parents' behavior.

SANCHEZ KORROL

224. SANCHEZ KORROL, Virginia E. (Ph. D.). "SETTLEMENT PATTERNS AND COMMUNITY DEVELOPMENT AMONG PUERTO RICANS IN NEW YORK CITY, 1917-1948." State University of New York at Stony Brook, 1981. 371 pp. Source: DAI, XLII, 4A (October, 1981), 1764-A. XUM Order No. 8119239.

This dissertation focuses on Puerto Rican migration, patterns and community development in New York City during the first four decades of the twentieth century. Research for this dissertation was divided into two phases. The first concentrated on an investigation of government documents and publications, census materials, archival collections, newspapers, periodicals and journals to determine demographic characteristics of the Puerto Rican community in New York City. Throughout this phase resources such as the New York State Manuscript Census of 1925, and an autobiographical account of migrant experiences, Memorias de Bernardo Vega, proved invaluable.

The second phase centered on locating appropriate oral history collections and conducting a series of interviews with individuals who had lived through the migration experience. The Columbia University Oral History Project, the Brentwood Multilingual Assessment Program and the Long Island Historical Society housed taped interviews of Puerto Ricans in New York City. For the most part, these represented a good selection since they ranged from interviews with recognized community leaders to ordinary citizens.

My own interviews were predominantly with retired working-class individuals who had lived in the city throughout the decades under consideration. Close to twenty hours of transcribed tapes and an additional twenty-five conversations augmented the institutional collections.

Finally, the second research phase concluded with an investigation and analysis of popular culture. The music and songs, integral to Puerto Rican culture, often expressed feelings, attitudes and concerns seldom found in the available literature. Popular songs, for example, expressed nostalgia for the absent homeland and highlighted

feelings of incompatibility with the alien New York environment.

Based on this research, the dissertation dissects the factors which motivated Puerto Ricans to leave the Island throughout the early decades of the century, and those which promoted the development of an identifiable Puerto Rican community in New York. While political, social and economic transformations propelled emigration from the Island, a series of changes in the requirements of the city's labor market attracted the migrants. These motivations, frequently termed the "push-pull" factors of migration, were additionally influenced by the colonial relationships between the Island and the United States. Moreover, migrants embarked on the journey for a constellation of personal reasons. These are explored in the words of the migrants themselves.

At first, settlement patterns in New York City followed job accessibility and transportation facilities. By the decade of the twenties the increase in the city's Puerto Rican population motivated geographic expansion as well. Puerto Rican neighborhoods or colonias coalesced on several bases: Spanish as the dominant language of communication; business and professional expansion; and the perpetuation of traditional customs, practices and celebrations.

In the development of Puerto Rican colonias, migrant women played a major role. Comprising almost half of the migrant population, women persisted in maintaining traditional sex and family roles in spite of their steady integration into the work force. Women modified practices such as child care and taking in lodgers, to maintain an intact family structure while participating in the work force outside the home or supplementing family incomes. Moreover, women involved themselves with the community's organizational network.

Organizations engendered internal leadership among the colonia, facilitated encounters with the larger non-Hispanic society and kept abreast of relevant issues affecting the city's Latin community. Hispanic groups operated in such capacities from the turn of the century but increased in numbers and functions in proportion to the increase in the Spanish-speaking population. Organizations were social, cultural or political in orientation; incorporated or non-incorporated;

formed as brotherhoods, federations, neighborhood or regional societies; or as professional, educational and political groups.

Thus, the early settlements formed a complex, energetic Puerto Rican community. It was this intricate network which welcomed subsequent waves of migrants after the Second World War.

225. SANTIAGO, Bessie Norma (Ph. D.). "ORAL-AURAL COMMUNICATION SKILLS IN ENGLISH AMONG ADULT IMMIGRANTS AND EXILES." University of Michigan, 1980. 306 pp. Source: DAI, XLI, 3A (September, 1980), 901-A. XUM Order No. 8017358.

This study investigated the variables that differentiate the language learning process of those adults who have varying levels of expectancy of eventually returning to their native land. Their reasons for leaving their native land (political, economic, or both) affected these levels of expectancy. The subjects used were required to have been permanent residents for at least five years in the new linguistic territory.

The hypotheses were: Hypotheses 1 and 2: an inverse and direct relationship exists between desire to return to the native land and acceptance of the new linguistic territory with oral-aural communication skills in English independently of the effects of age at entry and length of time in the country. Hypothesis 3: an inverse relationship exists between desire to return to the native land and acceptance of the new linguistic territory. Hypotheses 4, 5, and 6: a relationship exists between predicted rankings for combinations of types of motivation for leaving the native land and expectancy of eventually returning with levels of oral-aural communication skills in English, desire to return to the native land, and acceptance of the new linguistic territory. Hypothesis 7: the groups of Cuban exiles, Cuban immigrants, Puerto Ricans, Hungarian immigrants, and Hungarian exiles rank in levels of oral-aural communication skills in English, desire to return to the native land, and acceptance of the new linguistic territory according to the rankings predicted for the motivation-expectancy groups.

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The 125 adults selected were 42 Cuban exiles, 35 Cuban immigrants, 14 Puerto Ricans, 30 Hungarian exiles, and 4 Hungarian immigrants. Ninety-two resided in Miami and 27 in Hialeah and other cities in Florida. They were found with the help of four Catholic priests and a nun. The instrumentation was written in Spanish, Hungarian, and English. The subjects were interviewed first by phone to screen them according to selective variables. During a second interview in person, the subject completed a self-administered questionnaire written in his native language. Then a recorded speech sample of the subject's oral-aural communication skills in English was obtained by responding to taped questions asked by an American, native speaker of English. These recorded speech samples were evaluated by two monolingual American native speakers of English.

Analysis of variance techniques were used to test hypotheses 1, 2, 4, 5, 6, and 7. To test hypothesis 3 a Pearson product-moment correlation technique was used.

The findings show: Hypotheses 1, 2, and 3 were supported. Hypotheses 4, 5, and 6 were not supported. However, the groups' political and no expectancy and political and high expectancy consistently obtained supportive findings when viewed independently of the other categories in the design. Since only seven of the nine combinations of the motivation-expectancy groups appeared in the sample, precise comparisons were impossible. Also the distribution of the subjects in the groups was disproportionate. In the testing of hypotheses 1, 2, and 3 the entire data was used in two groups. In a later question, it became clear that the nine subjects who chose a type of motivation caused by political and economic reasons actually have a type of motivation caused by economic reasons only. The motivational scale should be refined to insure proper classification. Hypothesis 7 obtained supportive findings for the only groups that could be tested: Cuban exiles and Hungarian exiles. Comparisons were not possible with Cuban immigrants, Puerto Ricans, and Hungarian immigrants, since these groups appeared with insufficient representation or no representation at all among the motivation-expectancy groups.

The entire design of hypotheses 4, 5, 6, and 7 may show supportive findings when new data are collected for retesting.

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226. SANTIAGO-NAZARIO, Nydia Ivette (Ph. D.). "SOCIAL PSYCHOLOGICAL CORRELATES OF EXPECTED SCHOOL DROP OUT AMONG MAINLAND PUERTO RICAN FEMALES." University of Massachusetts, 1981. 162 pp.
Source: DAI, XLII, 3B (September, 1981), 1190-B. XUM Order No. 8118041.

The aim of this study was to examine variables that relate to dropping out of school among mainland Puerto Rican adolescent females. It was hypothesized that risk of drop out from high school in this sample would be related to a number of psychological variables--acculturation, sex role attitudes, and adjustment.

Sixty-five adolescent Puerto Rican females enrolled at the tenth and eleventh grade level at a public secondary school in Western Massachusetts completed a series of instruments. Ss were administered the Behavioral Acculturation Scale (Szapocznik, Scopetta, Kurtines & Arandalde, 1978) to establish level of acculturation. Sex-role attitudes were measured by the Traditionalism Scale (Soto, 1979). The Symptom Checklist-90 (Derogatis, 1977) was used to assess the degree of mental health symptomatology. Drop-out risk was measured by a scale designed especially for this study, as well as items derived from the Alienation Index Inventory: School Subscale (Turner, 1975).

The data were analyzed using primarily t-test, Pearson correlation and discriminant analysis. The Behavioral Acculturation Scale and Symptom Checklist-90 were found to be highly reliable and valid for use with the adolescent Puerto Rican female sample. The Traditionalism scale in its original version was converted into two scales: Traditional Values Scales and Liberal Values Scales, due to inter-item correlations.

Significant relationships were found between the level of traditional sex-role attitudes and the degree of Obsessive-Compulsion. Ss reporting a low level of traditional values obtained higher scores on this symptom cluster. A significant relationship was reported between degree of symptomatology and Drop out Risk. Ss high in level of Drop out Risk obtained higher scores on the Anxiety subscale

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and reported a high level of symptomatology. This finding does not reflect adequately the experience of adolescent Puerto Rican females due to the fact that adolescents at high risk for dropping out may generally manifest a high degree of symptomatology, i.e., Anxiety.

The results of the discriminant analysis did yield marginal support in tapping the experience of acculturation in differentiating the high from the low risk groups in drop out from high school. A profile of the Puerto Rican adolescent female at risk for dropping out was presented based on the discriminant analysis. The most important factor found to contribute to drop out risk was the educational experience at the secondary level which did not acknowledge and address the needs of a bilingual-bicultural female. The female at risk reported a high level of Phobic Anxiety. Ss enrolled at the tenth grade level were identified as a high risk group.

Limitations were mentioned regarding the Traditionalism Scale (Soto, 1979). This unequivocally identifies the need for the adaptation, development and standardization of a scale that addresses the experience of Puerto Rican females on the mainland.

An educational implication would be to provide a Puerto Rican female counselor to bolster the role of education in overall development of the adolescent female. This would provide a model and support and reinforce their Puerto Rican ethnic identity. This individual could also provide training and consultation to the school personnel in meeting the unique bilingual-bicultural needs of Puerto Rican adolescent females. A clinical implication would be to develop a counseling model to promote adjustment in Puerto Rican females and to enhance their bicultural survival skills. These students could also benefit from skills in network utilization to enable them to seek out sources of information and support.

227. SANTIAGO-PÉREZ, Aida E. (Ph. D.). "A COMPARISON
OF STUDENT ACHIEVEMENT IN BEGINNING TYPEWRITING
IN HIGH SCHOOLS IN PUERTO RICO USING SPECIAL
SPANISH MATERIALS VERSUS THOSE CURRENTLY

ADOPTED." New York University, 1977. 365 pp.

Source: DAI, XXXVIII, 10A (April, 1978),

5896-A-5897-A. XUM Order No. 7803033.

The Problem

The purpose of this study was to compare the achievement of beginning typewriting students in public high schools of Puerto Rico using specially designed instructional materials with the achievement of a similar group of students using materials from the currently adopted Spanish typewriting textbook.

The Procedure

Based on an analysis of determinant factors of effective typewriting skill learning, criteria to serve as guidelines in the preparation of typewriting instructional materials in Spanish were developed. These criteria were applied to the currently adopted Spanish typewriting textbook used as supplementary text in the public high schools of Puerto Rico, Técnicas Mecanográficas Modernas (TMM). The typewriting materials appraised were those for letter keyboard learning and basic skill building. This appraisal revealed that in most instances the materials in TMM were not prepared according to the fundamental concepts of skill building. The criteria established were used as guidelines in the development of instructional materials based on fundamental concepts of skill learning. Twenty-five lessons were prepared for keyboard learning and basic skill building. Upon validation of the appraisal of TMM instructional materials and of the specially designed learning materials, differences were discovered in 1) the rate and sequence in presenting the letter keys, 2) the pattern of keyboard review lessons used, 3) the variety and types of drills used for keyboard presentation and basic skill building, and 4) the control of factors of copy difficulty in straight-copy paragraphs. In view of the differences disclosed, the achievement of two groups of beginning typewriting students in two public high schools of Puerto Rico using the respective materials was compared. Analyses of covariance based on gross words a minute typed (speed) and number of errors made (accuracy) scores of 116 students were used as the basis for the findings and conclusions in this study.

The Findings

Three null hypotheses were tested. Hypothesis 1 stating that no significant difference, at the end of twenty-five lessons of instruction, exists in speed performance of beginning typewriting students using specially designed instructional material and a similar group using materials from the currently adopted Spanish typewriting textbook was rejected at the .01 level of significance. Hypothesis 2, stating that no significant difference at the end of twenty-five lessons of instruction exists in typewriting error incidence (number of errors made) of beginning typewriting students using specially designed instructional materials, and a similar group using materials from the currently adopted Spanish typewriting textbook was accepted at the .05 level of significance. Hypothesis 3 stating that no significant relationship exists between speed and accuracy in typewriting performance of beginning typewriting students using Spanish materials was accepted at the .05 level of significance.

Spanish typewriting instructional materials based on skill learning principles have meaningful effect on speed development in typewriting but no well-defined evidence exists to support their effect on error incidence. The control of factors of copy difficulty appears to affect typewriting speed favorably although no evidence exists of its effect on errors made. Significant at the .01 level was the influence of teacher performance upon number of errors made. Little or no relationship was exhibited between speed of typing and accuracy in that typing.

Recommendations

Future research might include: 1) revision of Spanish typewriting learning materials in line with concepts of skill learning, 2) additional study and research relative to the development of typewriting instructional materials in Spanish in Puerto Rico and in other Spanish-speaking countries, 3) replication of the present study in the same schools, with identical population and teachers, further to validate the findings, 4) similar studies conducted with other age groups and over a longer period of time, with a larger sample, 5) additional studies of the relation of teacher performance and/or motivation and accuracy in typewriting, and 6) comparison of typewriting

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achievement of bilingual students using comparative instructional materials in English and Spanish.

228. SEGAN, Frances Andrea (Ph. D.). "THE EFFECTIVENESS OF TWO STRATEGIES TO DEVELOP SELECTED SKILLS IN BILINGUAL-BICULTURAL PRESERVICE TEACHERS."

Fordham University, 1980. 559 pp. Source:

DAI, XLI, 4A (October, 1980), 1548-A. XUM

Order No. 8021007.

This research compared the effectiveness of two teaching strategies, designated as cooperative and self-instructional, on two groups of preservice teachers in the following areas: (1) ability to state behavioral objectives in English and Spanish; (2) ability to include Puerto Rican cultural elements in lesson plans in English and Spanish; (3) ability to plan for a variety of instructional strategies in lesson plans in English and Spanish; (4) inclusion of field-sensitive elements in lesson plans in English and Spanish; (5) inclusion of field-independent elements in lesson plans in English and Spanish; (6) total scores earned for lesson plans written in English and Spanish; (7) increase in posttest scores in English and Spanish; (8 and 9) comparison of group means across treatments for field-sensitive and field-independent scores in English and Spanish for lesson plans developed by individual participants.

The forty participants in the study were undergraduate, Spanish-English, Puerto Rican, bilingual/bicultural teacher trainees attending a public four year college in New York City and were within two years of receiving New York State provisional certification as elementary school teachers.

Materials included two curricular training manuals and two screening instruments: an information sheet and a language proficiency test in English and Spanish. On a pre-posttest, consisting of multiple-choice questions in English and Spanish, participants were asked to identify: the most specific behavioral objective, the instructional strategy most appropriate to the specific lesson topic, and Puerto Rican and bicultural

components. The evaluative checklist was developed to assess four selected areas in participants' lesson plans: behavioral objective, field-sensitive/field-independent elements, incorporation of Puerto Rican and bicultural elements, and instructional strategies.

The training materials for participants included video presentations for both treatment groups. For the self-instructional group, a self-teaching package was provided. For the cooperative group, similar concepts were presented using scripts and materials that fostered teacher/student interaction.

The findings indicated that the cooperative treatment group scored significantly higher in the following: ability to write behavioral objectives in English and Spanish; to include Puerto Rican cultural elements in English; to plan a variety of instructional strategies in English and Spanish; to include field-sensitive elements in English and Spanish; and earned higher posttest scores in English and Spanish.

There was no significant difference between the groups in ability to include Puerto Rican cultural elements in Spanish. In addition, there was no significant difference in scores of field-independent elements in English and Spanish.

There was a significant difference across treatments in Spanish for inclusion of field-sensitive elements. No significant difference across treatments in Spanish and in English was found for inclusion of field-independent elements.

A major conclusion of this study is that the data were consistent with field-sensitive/field-independent learning characteristics of Hispanic populations identified by Ramírez and Castañeda (1974). This study provides findings on the effectiveness of teaching-learning strategies that might be utilized with adult, Hispanic, bilingual/bicultural teacher trainees. It suggests the need for staff development at the university level for monolingual/bilingual teacher education faculty to create awareness of teaching-learning styles across cultures and to develop teaching flexibility in them and their trainees. The need for the development of balanced bilingual teachers through training experiences both in Spanish and English is emphasized.

SEFLOWIN

229. SEFLOWIN, Virginia Montero (D. S. W.). "TRAINING AND EMPLOYMENT PATTERNS OF PUERTO RICANS IN PHILADELPHIA." University of Pennsylvania, 1969. 362 pp. Source: DAI, XXX, 6A (December, 1969), 2633-A. XUM Order No. 69-19,903.

The past quarter century has witnessed the massive arrival of urban-directed Puerto Rican immigrants. Their agricultural background, and their lack of education, vocational skills and knowledge of English relegate them to the lowest socio-economic ranks in the nation. Yet observation indicates that they do not seem to utilize training programs sufficiently.

The study examined conditions among the Puerto Ricans in Philadelphia of persons who apply for manpower training and persons who seek employment only and reject training. It also sought ways to improve training and employment services in their behalf.

Twenty applicants to Opportunities Industrialization Center, Inc. (including six dropouts) and ten applicants to the Migration Division, Commonwealth of Puerto Rico Department of Labor employment services were randomly selected. There was a seven-to-three male-female ratio in each group. The interviews were conducted in Spanish. The analysis focused on household units to examine family composition and degrees of economic vulnerability. The replies were statistically weighted and computed to obtain content area, key variable, and individual "success" potential scores.

Thirty participants represented 29 families composed of 163 persons, 50 per cent of whom were under 30 years of age. Trainees tended to be older than the non-trainees, more of them were married, and their families had larger subunits. The non-trainees achieved higher scores in health and schooling. Culture, not race, was the primary self-identifying index.

Most trainees studied English only, and while only three had been job-placed, all reported improved morale since training. Dropouts claimed disinterest due to long-term learning, administrative weaknesses and ineligibility. For the non-

trainees, hope of immediate employment cancelled out training.

The trainees scored a notably longer Stateside residence, a basic difference between the two groups. Fifty per cent of the trainees and 90 per cent of the non-trainees were employed. The family income median was below the poverty rate for the two groups. Seven families were on public assistance. The five highest incomes ranged between \$100 and \$120 weekly. Family composition indicated that the two groups faced different types of economic problems.

Computations indicated that the trainee families were poorer than the non-trainees on a per capita basis, but the latter were poorer materially. The weekly pay rates favored the trainees, but the highly mobile non-trainees scored the faster rate of income growth. Low pay was the overriding reason for job quitting. Longer inactivity dogged the older trainees. Job mobility and residence mobility were associated.

Work perception scores implied that the trainees were the more mature and stable workers. They also tended to be closer to their vocational and earnings growth ceilings. The non-trainees were more discouraged and pessimistic about their future prospects. Most of the participants reported difficulties in planning and finding satisfactory jobs.

The computations based on "objective" and "subjective" scores differentiated between participants with hope, confidence, and job optimism, and those who were hopeless, had vague notions of the work-world, and transient foresight. The scores also reinforced the view that persons closer to middle class status had the greater vocational "success" potential.

Present training programs fail to serve the Puerto Rican community. Programs for special group needs are urged, particularly since the study found that group pride becomes a powerful by-product of ethnic services. Families can benefit from personalized labor market and training information. Follow-up visits to evaluate the training experience are suggested. Vocational courses taught in Spanish are strongly recommended. On-the-job training is the realistic solution since mastery of English is a lifetime undertaking. Longer job introduction

periods with close and consistent supervision to assure that formal objectives will be accomplished at the work place should receive the support of industry, government, and professional services.

230. SERRANO, Irma Garcia (Ph. D.). "THE PUERTO RICO TEACHERS' ASSOCIATION AND ITS RELATIONSHIP TO TEACHER PERSONNEL ADMINISTRATION." New York University, 1967. Source: CDI (1861-1972), XXXVII, p. 26.
231. SHELLENBERGER, Sylvia (Ph. D.). "A CROSS-CULTURAL INVESTIGATION OF THE VALIDITY OF THE SPANISH VERSION OF THE MCCARTHY SCALES OF CHILDREN'S ABILITIES FOR PUERTO RICAN CHILDREN." University of Georgia, 1977. 107 pp. Source: DAI, XXXVIII, 8A (February, 1978), 4698-A-4699-A. XUM Order No. 7730509.

The widespread dissatisfaction with traditional forms of intellectual assessment for culturally different groups coupled with recent laws requiring that children must be tested in their native language have illuminated the need for an intelligence measure to assess the abilities of Spanish-speaking children in this country. Since previously used tests in Spanish have poor standardizations and little evidence of validity, this study attempted to determine if the Spanish version of the McCarthy Scales of Children's Abilities provides a reliable and valid measure of abilities of Spanish-speaking children in the United States and Puerto Rico.

Relationships of the McCarthy subtests to achievement as measured by the Spanish version of the Stanford Early School Achievement Test (SESAT) were investigated for each culture separately. Patterns of prediction of achievement for the two samples were determined using the McCarthy subtests as predictors and using the Verbal, Perceptual-Performance, and Quantitative Scales as predictors.

In addition, cross-cultural comparisons of emotional attitudes were investigated using the Kinetic Family Drawing Test. A sample of 50 Puerto Rican children from Puerto Rico and 50 from Lancaster, Pennsylvania, were tested on the Spanish McCarthy, Spanish SESAT, and Kinetic Family Drawing Test. Achievement areas measured included Environment, Mathematics, and Aural Comprehension.

Reliability coefficients obtained in this study were .77 for SESAT Level I, .73 for SESAT Level II, and .94 for McCarthy General Cognitive Scale. (All values were corrected for variability of the norms groups.)

General Cognitive scores on the McCarthy correlated strongly (mid .70's) with total achievement for both samples. The scales which were most highly related to total achievement were: for Puerto Rico--Quantitative (.73) and Perceptual-Performance (.67) and for Lancaster--Perceptual-Performance (.67) and Motor (.59). Interestingly, the Verbal Scale (usually found to be the best predictor of achievement for children in the United States) was not the best predictor in either culture. No differences were evident in the correlations of the McCarthy subtests with achievement for the different cultures.

Stepwise regression analyses yielded excellent predictions of achievement. Multiple R's for Total Achievement for both cultures were about .80 when using scales as predictors and when using subtests as predictors. Again, the Verbal Scale and subtests did not play a major role in the prediction of achievement within either culture.

The subtest which entered the equations first most often was the Arithmetic subtest for both the Puerto Rico and Lancaster predictions. For the Puerto Rico sample, the subtests of Puzzle Solving, Tapping Sequence, Draw-A-Child, and Numerical Memory were the tasks which followed Arithmetic in predicting achievement. All are quantitative or performance tasks. No gross motor tasks and only one verbal task (Verbal Fluency for Mathematics Achievement) entered into the prediction. In Lancaster, a wider variety of tasks entered into the equations including gross motor tasks and a few verbal tasks.

Level of functioning for the children in the two samples was obtained using test ages for the

English version of the McCarthy (therefore, they are only approximate indications). Both groups were average for their chronological age level on motor tasks and on most Perceptual-Performance subtests. Verbal tasks, however, were well below average. For the Puerto Rico group, verbal skills were one year below nonverbal skills. In Lancaster, much greater discrepancies were found in that verbal abilities were at the 4-1/2 year level while nonverbal performance was almost 3 years higher.

Three of the 11 KFD variables investigated yielded differences across cultures. Two of the three appeared to be a reflection of the lower nonverbal ability level of the Puerto Rico group whereas the third probably reflected the different cultures characterizing the two groups.

232. SIU, Ping Kee (Ph. D.). "RELATIONSHIPS BETWEEN MOTIVATIONAL PATTERNS AND ACADEMIC ACHIEVEMENT IN CHINESE AND PUERTO RICAN SECOND- AND THIRD-GRADE STUDENTS." Fordham University, 1972. 126 pp. Source: DAI, XXXIII, 7A (January, 1973), 3407-A. XUM Order No. 73-1519.

This study was designed to investigate differences in patterns of motivational variables and factors, and the abilities of these variables and factors to predict academic achievement of second- and third-grade Chinese and Puerto Rican children.

Subjects were students enrolled in three public schools in lower-east Manhattan, New York, during 1970-1971 school year. A total of 198 Chinese and Puerto Rican pupils participated as subjects. There were 99 subjects from each cultural group matched on the following criteria: sex, grade, school experience, dominant language, and birth-place. Students' motivational levels were scores on three scales: Gumpgookies, a measure of motivation to achieve; Intellectual Achievement Responsibility Questionnaire, a measure of beliefs in internal versus external control; and Test Anxiety Scale for Children, a measure of anxious reactions in test situations. Gumpgookies was administered in English while the latter two scales were given bilingually by bilingual testers. Achievement

levels were determined by the Metropolitan Achievement Test.

The profile analysis model suggested by Morrison (1967) was utilized in the comparison of the motivational patterns between the two cultural groups and for the two sexes within each group. The differences in shapes, levels, and measures of the patterns were reflected respectively by the interaction of the cultural groups with the motivational variables, the main effect of the cultural groups, and the main effect of motivational measures. The relationships of motivation to reading and arithmetic scores were determined by the stepwise regression analysis, which provided a stepdown F test and t value to examine the regression effect at each stage the variable stepped in and the relative contribution of each of the regression weights. The homogeneity of the regression planes was tested by an F ratio. All the statistical procedures were applied to both sets of observations, one based on the three variables measured by Gumpgookies, IAR, and TASC, and the other on the five factors in Gumpgookies.

The motivational patterns based on the three variables were significantly different between the Chinese and Puerto Rican groups in terms of shape, level, and measure effects. The motivational patterns based on the five factors in Gumpgookies differed in mean level and scale means between the two sub-samples, but not in the shapes of the patterns. In addition to the differences among the scale means, the difference between the two sexes in motivational pattern was significant only in the Puerto Rican sample on the test anxiety scale. Puerto Rican girls had higher level of test anxiety than Puerto Rican boys.

It was also found that the three motivational variables combined correlated significantly with reading and arithmetic performance in both cultural groups. The five factor scores in Gumpgookies related significantly with the achievement in reading for the Puerto Ricans only. In general, the motivational variables or factors accounted for a greater proportion of variance on reading scores than on arithmetic scores. The regression weights derived from the different motivational variables varied in their predictive ability for the different criteria and for the different cultures. Similarly, the five factors that were found to associate with the achievement criteria in one

culture were not found to predict the achievement criteria in the other. As indicated by the interaction between the two regression planes, the independent variables entered in the regression equation formulated a completely different pattern of association with the criteria for the two cultures.

The significant differences in motivational patterns and in relationships of motivational variables or factors with achievement between the Chinese and Puerto Rican groups point to the need for conceptualizing human motivation as a multi-dimensional construct and examining it within various cultural settings.

233. SOLIMENE, Anthony (Ph. D.). "BIOGRAPHICAL INVENTORY CORRELATES OF HIGH AND LOW READING ACHIEVERS OF PUERTO RICAN BACKGROUND IN PAROCHIAL ELEMENTARY SCHOOLS." St. John's University, 1974. 228 pp. Source: DAI, XXXVI, 8A (February, 1976), 5062-A. XUM Order No. 76-3016.

This study investigated selected non-intellectual, biographical correlates of reading achievement among children of Puerto Rican background. The sample for the study compared selected groups of reading achievers (HA=72) and reading underachievers (LA=72) attending fifth grade Catholic parochial elementary schools in two boroughs of the City of New York. The comparison groups were formed on the basis of reading scores obtained by the subjects on the Cooperative-Inter American Tests of Reading (CIA).

A 203-item biographical inventory was also developed for this study. The inventory was designed to elicit information on selected correlates of reading achievement, namely, health; religious practices and attitudes; language use; leisure time activities; reading habits, preferences, and attitudes; peer relations; self-perceptions; parent/adult relationships; school habits and attitudes; parental/family background; and educational attainment and mobility. Twenty-eight items on the

biographical inventory yielded demographic data for the HA and LA.

The data were analyzed around eleven hypotheses. Statistical treatment of the data entailed utilizing chi square analyses to test the eleven study hypotheses dealing with the association between reading achievement and each of the selected correlates noted above. In all of the chi square analyses, chi square values significant at the .05 level were accepted as sufficiently great to reject the statistical null hypotheses, underlying the directional hypotheses of the study.

Based on the findings of this study, it was concluded that the HA tended to describe themselves as healthier than did the LA. The study also revealed that the HA saw their parents as healthier than did the LA. In addition, the HA tended to describe themselves and their families as more committed to the use of English and Spanish than did the LA, who were more committed to the use of Spanish, primarily. However, it was noted that although the LA in this study tended to be more committed to the use of Spanish, the HA and their families also appeared to maintain a definite affiliation for the Spanish language.

The HA in the study tended to have more positive leisure time activities than did the LA; however, the HA were not significantly different from the LA in the area of leadership. This study found that the HA differed significantly from the LA in the area of reading habits, preferences and attitudes, in terms of the number of books owned and read by the subjects, and that the HA also showed greater interest in reading material in both English and Spanish than did the LA.

In addition, the HA tended to describe themselves as having more positive relationships with their parents than did the LA, and they had more positive school habits and attitudes than did the LA. In this study, the HA tended to be less mobile than did the LA in terms of the number of schools attended. With regard to parental education, this study found that parental education differentiated the groups only with regard to the fathers' schooling.

Although the conclusions in this study were to be taken as tentative, the investigation demonstrated the feasibility and value of using the

biographical inventory approach both in research with school children on the elementary level and as a guidance tool.

Recommendations for future studies and implications for counselors were made.

234. SOLTERO, Diana Isabel (Ph. D.). "ENGLISH LANGUAGE COMPETENCE AND ATTITUDES TOWARD COMMUNICATION SKILLS OF PUERTO RICAN TWELFTH GRADE STUDENTS." University of Wisconsin-Madison, 1982. 107 pp. Source: DAI, XLIII, 7A (January, 1983), 2225-A. XUM Order No. DA8218044.

The purpose of this study was to assess the English language competence and attitudes toward communication skills of Puerto Rican Spanish-speaking twelfth grade students, in order to provide the second-language professional with principles and criteria for preparing programs for those Spanish-speaking students admitted to universities where English is the language of instruction. A survey of the instructional procedures used in the teaching of English to Puerto Rican twelfth grade students was also included to compare teaching methods and content matter in the twelfth grade with ESL instruction.

Tests on each of the four language skills, i.e., listening, speaking, reading and writing, and an attitude inventory on communication skills were administered to Puerto Rican students. The attitude inventory revealed that Puerto Rican students have positive attitudes toward speaking and writing in English. Document analysis and interviews with teachers revealed a disparity between content and teaching methods of English instruction in Puerto Rico and ESL instruction at the university level.

Questions were raised as to the validity of using English proficiency tests for placement of Puerto Rican students in English courses at the university level. Recommendations were given to base placement procedures of Spanish-speaking Americans on their intellectual capacities or GPA, not on test scores in an objective measure. Complete assessments of language background and knowledge were recommended to give equal opportuni-

ties to Puerto Ricans to succeed in American universities.

235. SOTO, Elaine (Ph. D.). "SEX-ROLE TRADITIONALISM, ASSERTIVENESS, AND SYMPTOMS IN FIRST AND SECOND GENERATION PUERTO RICAN WOMEN LIVING IN THE UNITED STATES." New York University, 1979. 174 pp. Source: DAI, XL, 11B (May, 1980), 5422-B. XUM Order No. 8010396.

Historical and clinical descriptions of Puerto Rican women living in the United States suggest that they are more sex-role traditional, less assertive, and more symptom-prone (particularly more depressed) than other American women, even though working and studying in the United States results in acculturation. These claims have not been examined with reliable measures, however. Most have not been studied empirically at all. The purposes of this study were: (1) to determine whether generation (1st vs. 2nd) and education affect sex-role traditionalism, assertiveness, and symptoms in Puerto Rican women living in New York; and (2) to determine the relationships in this sample among sex-role traditionalism, assertiveness, and symptoms.

In all, 278 Puerto Rican women (18 to 55 years of age) completed a questionnaire (in either English or Spanish) containing demographic questions and measures of sex-role traditionalism, assertiveness, and symptoms. Sex-role traditionalism was measured by a scale designed especially for this study, with items derived from the Attitudes Toward Women Scale (Spence, Helmreich, & Stapp, 1973) and the Attitudes Toward Feminism Scale (Smith, Ferree, & Miller, 1975), plus nine items designed specifically for Puerto Rican women (alpha was .89).

Assertiveness and symptoms were measured by two previously validated scales. The Adult Self Expression Scale (Gay, Hollandsworth, & Galassi, 1975) was used to measure assertiveness (alpha was .89 for the present sample). The scale was divided into two overlapping sets of subscales measuring types of assertive behavior (e.g., refusing requests) and interpersonal situations (e.g., assertiveness with parents). The Symptom Checklist-90 (Derogatis, 1977) was used to measure mental and

physical health symptoms ($\alpha = .98$).

Ten bivariate hypotheses were tested. Together they form a hypothesized causal model, according to which being second generation and better educated decreases sex-role traditionalism, which encourages assertiveness, which in turn decreases psychological and psychosomatic symptoms. In addition to tests of the separate hypotheses, multiple regression analyses and a path analysis were computed to test the model as whole. Supplementary analyses of potentially relevant relationships were also presented (e.g., analyses involving length of residence in the United States, age on arrival, and religious involvement).

All major hypotheses were supported. Traditionalism was strongly related to generational status and educational level, in the predicted direction ($R = .668$). Assertiveness was related to traditionalism ($r = .413$) and to the combination of generation, education, and traditionalism ($R = .423$); subjects who were first generation, less educated, and more traditional were less assertive. Symptom scores were inversely related to assertiveness ($R = .334$), and to the entire set of independent variables ($R = .334$). The less assertive the subject, the more symptomatic (and depressed) she tended to be. The path analysis indicated that the impact of generation and education on symptoms was indirect, as hypothesized--running through traditionalism and assertiveness.

Two limitations were discussed. First, the predictive power of age on arrival was greater than that of generation. In future studies, it would be wise to focus on the former variable. Second, the sample was biased toward educated women, because of the imposing length of the questionnaire and its demanding five-point Likert format.

One clinical implication of this study is that assertiveness training might contribute to the physical and mental health of Puerto Rican women. One educational implication is that special discussion groups in schools could help young Puerto Rican women learn to deal with unavoidable conflicts in the areas of sex roles and assertiveness.

Three problem areas were specified for future research: (1) the causal relationship between religious participation and traditionalism and assertiveness; (2) the mechanisms that linked

inhibited assertiveness to particular symptoms; and (3) the sexual attitudes and behavior of Puerto Rican women.

236. SPEARS, Jerome Jennings (Ph. D.). "THE RELATIONSHIP OF INTELLIGENCE TO BIRTH ORDER IN A SAMPLE OF 5 TO 18 YEAR OLD CHILDREN ON THE ISLAND OF PUERTO RICO." University of Connecticut, 1982. 100 pp. Source: DAI, XLIII, 5A (November, 1982), 1505-A. XUM Order No. DA8224549.

Since the late 1800's, the question of whether one's ordinal position and the size of one's family are related to intelligence has been of popular and scientific interest. In some instances, a distinct birth order effect has been reported, with later children being less capable than earlier born siblings. Other studies have yielded opposite results or have found no relationship at all. There remains considerable controversy regarding whether one's ordinal position in a family is related to ability.

In the spring of 1977, Raven Progressive Matrices scores were obtained for a randomly selected quota sample of 5,311 Puerto Rican public school children between the ages of 5 and 18 years. These scores were obtained as part of a project to develop normative data for the use of the Raven Progressive Matrices as a non-language ability measure. Of the original 5,311 subjects, 4,789 were included in the present study designed to determine if these data were consistent with the confluence model previously offered as a parsimonious way of explaining the relationship of birth order and family size to intelligence. This study is unique in that the range of ages, 5 to 18 years, is sufficient to test the basic assumptions of confluence on a new population sample rather than relying on partial samples of different ethnic and/or cultural groups as has historically been the case.

A deviation IQ was computed for each subject using means and standard deviations for the total population by age level. Results were generally not consistent with confluence. Birth order effects did not systematically vary with age at time of testing as predicted, nor were predicted discon-

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tinuities in the development of only children and last born children obtained. Family size, when birth order effects were controlled, was found to be negatively related to intelligence. No birth order effects consistent with confluence were obtained.

For explication of the effects of birth order and family size on ability, studies are suggested to examine the relationship of parent ability and educational levels, socio-economic status, and the presence or absence of an extended family to intelligence.

237. STEINBERG, Lois Saxelby (Ph. D.). "THE BILINGUAL

EDUCATION ACT AND THE PUERTO RICAN COMMUNITY:

THE ROLE OF A NETWORK IN THE IMPLEMENTATION OF
FEDERAL LEGISLATION AT THE LOCAL LEVEL."

Fordham University, 1978. 302 pp. Source: DAI,

XXXIX, 3A (September, 1978), 1857-A. XUM Order

No. 7814903.

This study of the implementation of the federal Bilingual Education Act in New York City explores changes in decision-making and participation which reflect increased federal initiatives in local school problems. It aims to fulfill two objectives: 1) to develop a theoretical framework for the sociological analysis of the integration of new groups, and 2) to apply this framework to an analysis of the participation of the Puerto Rican community in the implementation of the Bilingual Education Act.

Integration is defined in terms of horizontal and vertical linkage. Horizontal linkage refers to the development of cohesive communities at the neighborhood level. Vertical linkage refers to relationships between local community members and host society representatives. This definition was derived from Warren's thesis on the "great change" in the American community, literature on the political machine and theory and research on community power. Application of network concepts to a comparison of the patterns of participation associated with the "old" political machine and those associated with the "new" bureaucratic machines provides a means to identify the require-

ments for the integration of new groups in the present urban context.

Warren argued that the transfer of decision-making from local to state and national levels had strengthened vertical linkage and weakened horizontal integration. The political machine performed the integrative function when the socio-political context fostered dense neighborhood-based multi-stranded interpersonal networks. The political boss promoted and protected the ethnic community through vertical linkage to a city-level decision center.

Changes in political, economic, and educational structures created conditions where neighborhood-based interpersonal networks became ineffective mechanisms for political influence, suggesting that a federal effort to create the functional alternative to the political machine requires: 1) the activation of an aspatial ethnic network, 2) resources to create vertical linkage to the sources of power and resources, 3) vertical linkage between mobile members of the group and the grass roots community, and 4) horizontal linkage within the community.

The study examines the extent to which federal resources for bilingual education have enabled the Puerto Rican community to develop the specified linkages. Data, collected over a four-year period, are based on interviews with participants and observers of key events, observation of meetings, conferences and court proceedings, and analysis of numerous public documents. These data were used to identify and describe the activist network and its function in the policy process.

Findings suggest that, so far, the Puerto Rican community has accomplished only the first two requirements. The most visible activists were members of a pre-existing aspatial interpersonal network. The decision which created access to jobs in the school system stemmed from a lawsuit sponsored by a city-level group, supported by members of the aspatial network, with minimal grass roots involvement. The lawsuit was resolved in a consent decree whereby the Board of Education agreed to provide bilingual education programs on a city-wide basis.

While the consent decree achieved a formal policy change, implementation was controlled by non-governmental groups--the administrators and teachers inside the school bureaucracy--who perceived bilingual

education as a threat. Their fears were compounded by the convergence of the City's financial crisis with the date for implementing the consent decree. Thousands of black and white teachers were laid off at the same time that the decree required the hiring of more Puerto Rican teachers, which reinforced opposition.

The study makes three theoretical contributions: 1) it identifies: a) the social process which replaced the political boss to promote and protect the interests of the minority community--defined here as an aspatial network, and b) the structural changes which make it difficult for new groups to develop effective aspatial networks; 2) it specifies the dimensions of an effective network--a vertical dimension which links it to the sources of power and resources and a horizontal dimension which links it to the grass roots ethnic community; and 3) it suggests that sometimes a weak and diffuse network is more functional than a dense or concentrated one.

238. STROMAYER, Ludwig Joseph (Ed. D.). "SOCIO-CULTURAL ANALYSIS OF AESTHETIC PREFERENCES IN SELECTED URBAN SUBCULTURES." Wayne State University, 1970. 176 pp. Source: DAI, XXXII, 1A (July, 1971), 557-A. XUM Order No. 71-17,319.

Statement of the Problem

In the main, this study was devoted to an investigation of the aesthetic preferences of three ethnic subcultures who form a community in one section of a large urban center. The ethnic groups involved were Appalachian whites, Negroes and Spanish-speaking Americans--primarily of Puerto Rican or Mexican ancestry.

The cultural heritage brought by each of these children when they first entered school together with the role of art and art curriculum in being relevant or non-relevant to the respective value systems which helped to form the cultures served as the major focal point. More specifically, aspects studied were: (1) socio-cultural background of each ethnic group, (2) aesthetic preferences in various types of art which is reflective of the three ethnic groups, (3) the symbolic forms of artistic expression that hold the greatest area of interest for art

students, (4) the aesthetic preferences of art work of students according to differing grade levels (1, 5, 6, 7, and 8), and (5) general interest of the three groups as it relates to art as presented in the schools.

Sources of Data and Methodology

Methodological inquiry consisted of: (1) the construction of an instrument which depicted selected slides by means of sixteen basic areas of art that have been used historically as tools for art instruction and appreciation and allowed for student indication of aesthetic preference entitled Aesthetic Preference Indicator, (2) rank ordering of preferences by the 342 students who comprised the sample, (3) grades five through eight and primary one and two served as age and grade differentials, (4) single step multivariate analysis computer retrieval system, and (5) informal interviewing of students.

Major Findings Including Data and Pertinent Comments

1. Based on the data in Chapter IV it may be concluded that the students showed a marked preference toward objects of art that perform a function as well as possessing aesthetic qualities as opposed to works of art that appeal to man's ability to intellectualize and show no immediate use or function.

2. The investigation reveals that the students preferred motion compared to non-motion. In other words, the students showed a preference for works of art that suggested action, vitality and motion compared to forms of painting, like a still life, that seemed to be rather static and still.

3. Findings concerning representative art or non-representative art reported that the students showed the greatest range in their preferences, whether looking at grade level, ethnic groups, or the population as a whole. The evidence consistently showed that the students have a decided preference for works of art which have figures and forms that are readily identifiable or representative.

4. The findings revealed that the students preferred works of art depicting rural living as compared to works of art depicting urban living. Theoretically, it might be suggested that the

students would show a preference for urban living based upon their immediate environment, but it must be remembered that many students in the urban schools come from and often return to rural settings, whether in the form of a visit, vacation, or work. Many urban school children find their cultural heritage deeply entrenched in rural soil.

5. The data compiled under the five various schools of art indicated the students' first preference was for the neo-classic school, which again demonstrated a preference for highly recognizable art form. The least preferred was cubism.

6. The pattern of aesthetic preference related to individual ethnic groupings was consistent throughout the different areas within the A. P. I. If one ethnic group showed a preference for one variable over the other, the remaining two ethnic groups followed in like fashion.

7. Within the area of ethnic grouping there were presented three areas of artistic expression that was reflective of each ethnic group under investigation. A point of interest here is that out of the three ethnic groups, the only groups that showed a high preference on art forms representative of its own cultural heritage were the Negro students. On the other hand, the Appalachian white students were the only ethnic group receiving the lowest preference within the framework in the framework of art forms reflective of their cultural heritage.

8. Another interesting point produced by the data is that within the guidelines of these three areas of art forms which are reflective of each ethnic group: the Appalachian white group produced the lowest mean score in all three different cultural areas. Perhaps it could be suggested that while art has historically played a major role in the history and development of the other groups, through its ritualistic and religious use, it has played a lesser role in the development and history of the Appalachian white ethnic group.

9. The data about students in the lower grades--primary one and two grades and grades five and six--consistently ranked their preferences much higher on the five point scale than the older students in grades seven and eight. One assumption might be that students in different stages of their development have, as Piaget has stated, a different criteria for evaluating and perceiving the world of art. Every

mature work of art expresses not only the values and life goals of a particular people but also the artist's unique vision. It accordingly differs in its endowment of innate values as represented by its abstract formal rhythm and symmetry and its potency of social impact and propulsion in the cultural context.

Recommendations

1. Art education should be structured to help students see the function of art in culture as it transmits values and attitudes and identifies cultural meaning.

2. Art education should be structured to help students learn to respect and understand cultural pluralism in our society by becoming aware of the functions of art in our many subcultures.

3. Art education should be structured to help students discriminate and evaluate the symbolic communication of mass media to preserve independent judgement.

4. Art education should be structured to help students understand the use of intuition and creativity so that the arts can become avenues for self directed use of leisure.

239. SUAREZ CEPEDA, Yolanda (Ed. D.). "THE EFFECTS OF TELEVISION ON CHILDREN: A PUERTO RICAN STUDY." University of Massachusetts, 1982. 309 pp.
Source: DAI, XLII, 12A, Part 1 (June, 1982), 4980-A-4981-A. XUM Order No. DA8211750.

This study was designed to investigate the effects of television viewing on children's language, reading skills, creativity and aggression. The control group consisted of children who never watched television and the experimental group was composed of children who viewed television.

The sample consisted of 196 third, fourth and fifth graders attending two different schools in Naguabo, Puerto Rico.

The statistical analysis of the data indicated that the patterns of television viewing had an

adverse effect on the reading and language skills of the children. Youngsters in the study who were not television viewers reflected greater mastery of language and reading skills than their counterparts that viewed television. In addition, further analysis was conducted to control the effects of sex, grade, mental ability and socio-economic status.

As evidenced by the study, it was discovered that television viewing affected the language skills of all male children of average intellectual ability (from percentiles 26 to 75) and of low socio-economic status.

Moreover, it was also clear that the reading skills of the children were affected by extensive television viewing. This factor was especially true among children of both sexes and of average to high intellectual ability, low socio-economic status.

In regard to the Torrance Creativity Test, children who watched television obtained higher scores than their counterparts who were not viewers. Significant differences were evidenced in the sub-tests of Originality and Elaboration in favor of the children who were regular television viewers.

In light of the evidence, children who viewed television on a regular basis were evaluated more frequently as being much more aggressive than children who were non-viewers. With respect to intellectual ability as the independent variable, it was further noted that viewing television did affect children of average to above intellectual level. In addition, the effect of television on aggression did not differ by age, sex and socio-economic status.

240. SUMAZA-LABORDE, Irene S. (Ed. D.). "THE EFFECTS OF AN ASSERTIVENESS TRAINING PROGRAM FOR PUERTO RICAN COLLEGE WOMEN PLANNING TO EMIGRATE TO THE UNITED STATES." Temple University, 1979. 113 pp.
Source: DAI, XLI, 1B (July, 1980), 415-B-416-B.
XUM Order No. 8014566.

Assertiveness training is a semi-structured training approach which emphasizes acquiring assertiveness skills through practice. In this study an

assertiveness training program was developed for Puerto Rican college women who were planning to live in the United States. The program was developed to provide the women with additional social skills. These skills will facilitate their coping with different cultural demands. These women come from an Hispanic and traditional cultural background. When confronted with the demands of the Anglo-Saxon environment they will face adjustment problems. In order to help these students establish effective interpersonal relationships in their new environment and ease their adaptation, assertiveness training was offered to them. Three assertive behavior categories were included in their training. They were: (a) initiating interactions, (b) refusing unreasonable requests, (c) directly asking for favors.

Sixty female Puerto Rican college students were randomly assigned to one of the following groups: assertiveness training, attention placebo, and a no treatment control group. The subjects in the assertiveness training group met weekly for six 1-hour treatment sessions. Some of the behavioral rehearsal components of assertiveness training were modeling, role rehearsal, reinforcement, and homework assignments.

The placebo control group met for six 1-hour sessions. During each session the experimenter asked the subjects to freely discuss whatever pre-occupations they might encounter when moving to the mainland. The experimenter took part only as an active listener in each session. There were no role playing, modeling, homework assignments, nor rehearsal during these sessions.

Each subject was pre- and posttested on the following measures: a behavioral test, the State-Trait Anxiety Inventory, and an Assertion Inventory (Gambrill & Richey, 1975).

Three hypotheses were investigated: Hypothesis 1. The increase in scores on the behavioral test will be significantly greater for the treatment group than for the two control groups. No significant difference is expected between the control groups. Hypothesis 2. The assertiveness training treatment group will have a significantly lower score on the STAI than the two control groups. No significant change in scores is expected between the two control groups. Hypothesis 3. The assertiveness training treatment group will score higher on the assertion

inventory than the two control groups. No significant difference in scores is expected in the control groups.

An analysis of covariance was used to assess the three hypotheses. Hypothesis 1 was confirmed. The covariance analysis yielded a statistically significant difference between the three means, $F(2,26) = 7.02$, $p < .01$. Assertiveness training was an effective skill for obtaining change in behavior in the Puerto Rican college students as measured by the behavioral test only. Hypotheses 2 and 3 were not confirmed. No significant differences were obtained from the anxiety posttest measures nor the assertion inventory posttest. The subjects' expectations of their stay in the United States might have aroused their anxiety level, thus leading to nonsignificance. Also, their newly acquired skills might have resulted in change in behavior but not in attitudinal change.

241. SUTHERLAND, Iris Rose (Ed. D.). "A STUDY OF PUERTO RICAN PARENTS' VIEWS ON BILINGUAL/BICULTURAL EDUCATION." University of Illinois at Urbana-Champaign, 1975. 112 pp. Source: DAI, XXXVI, 9A (March, 1976), 5902-A. XUM Order No. 76-6982.

Purpose

The purpose of this study was to investigate the views Puerto Rican parents may have concerning bilingual/bicultural education, and their possible relationship to the economic status, the level of educational attainment, the language loyalty, and the perceived ethnicity of the parents.

Procedures

The population sample was drawn from the Spanish-speaking communities of Chicago, Illinois, and consisted of 134 Puerto Rican parents with children in the public elementary schools of the City of Chicago. The instrument utilized in this study was a bilingual Likert-type, fifty-item questionnaire. The responses received were rated on a five-point scale. Statistics used to analyze the data were frequency counts, percentages, phi coefficient, and chi square.

Findings

The frequency count on the responses to the items on the questionnaire seemed to indicate favorable views toward bilingual/bicultural education by the parents. However, when the scores on the different variables were examined on a 2 x 2 contingency table, the result indicated a non-favorable view toward bilingual/bicultural education by the majority of parents.

A significant relationship was observed between the parents' income and their preferences for bilingual/bicultural education for their children. A higher percentage of low income parents expressed negative views toward bilingual/bicultural education than the percentage of parents in the high income group.

A significant relationship was noted between the parents' views on bilingual/bicultural education and their level of educational attainment. A larger percentage of parents studied had relatively low educational attainment and negative views toward bilingual/bicultural education than the percentage of parents who had relatively high educational attainment.

The parents' views on bilingual/bicultural education were significantly related to their loyalty to the Spanish language. Parents with relatively weak Spanish language loyalty displayed a higher percentage of negative views toward bilingual/bicultural education than parents with relatively strong Spanish language loyalty.

The parents' views on bilingual/bicultural education were found to be significantly related to their perceived ethnicity. There was a higher percentage of parents with negative perception of ethnicity with negative views of bilingual/bicultural education than parents with positive perception of ethnicity and positive views on bilingual/bicultural education.

A recommendation offered was that planners of bilingual/bicultural programs give consideration not only to parents' and other community members' views on the proposed programs, but that careful consideration be also given to the identification and evaluation of variables which may have some influence on the consumers' views toward the proposed programs.

242. THIEL, Walter Leslie (Ph. D.). "THE IMPACT OF MINORITY STATUS ON SELF ESTEEM AND CULTURAL VALUES OF PREADOLESCENT PUERTO RICANS." Loyola University of Chicago, 1977. 247 pp. Source: DAI, XXXVII, 12A (June, 1977), 7652-A. XUM Order No. 77-13,434.

Problem: The problem was to examine the impact, if any, of minority status of preadolescent Puerto Rican school children, living in a continental, innercity environment, on the development of self esteem and cultural values. Variables selected for investigation were age, sex, socioeconomic status, length of stay in the innercity environment, and language spoken. The Puerto Rican subjects sampled from the continental setting were compared to their peers living in Puerto Rico.

Measuring Instruments: Four instruments were used: a) An eleven-item questionnaire was used to obtain relevant information on the independent variables; b) Hollingshead's Two-Factor Index of Social Position was used to determine socioeconomic status of the subjects; c) Coopersmith's Self Esteem Inventory was used to attain measures of self-esteem; and d) a Cultural Values Scale was developed in order to attain measures of cultural values. Instruments were presented to the subjects in Puerto Rico in Spanish and to the subjects in the continental setting in both English and Spanish.

Sample: 627 subjects of Puerto Rican heritage were selected from public schools in a continental, innercity environment and from public and private schools in Puerto Rico.

Hypotheses: Using univariate and multivariate analyses of covariance and multiple regression, eight major hypotheses were examined. Analyses were performed on total self esteem scores, self esteem subscores, total cultural values scores, and cultural values subscores of the continental and Island samples. Additional analyses examined the impact of length of stay in the continental, innercity

environment on self esteem and cultural values. Two multiple regression analyses were performed to determine whether self esteem or cultural values scores could be predicted for subjects in the continental, innercity setting.

Results: The results indicate that the pre-adolescent, Puerto Rican subjects living in Puerto Rico have a more positive self esteem and cultural values more traditional of the people of Puerto Rico than their peers living in the continental, innercity environment.

Age produced no significant differences while male and female differences attained significant results on some cultural values subscales. Socio-economic status generally contributed significantly, though minimally, to the variability of the dependent variables. Language spoken by the child did not contribute significantly to the variability of the dependent variables. No significant results were attained for the regression analyses except that the total self esteem was negatively affected for those continental subjects who spoke only Spanish.

243. TIRADO, Linda Ann (Ph. D.). "ATTITUDES TOWARD CHILD-

HOOD DISABILITIES AMONG PUERTO RICAN PARENTS."

University of Connecticut, 1981. 113 pp.

Source: DAI, XLIII, 1B (July, 1982), 268-B.

XUM Order No. DA8207059.

The present study explores childrearing attitudes and practices of a relatively newly established Puerto Rican community in the Northeast. Survey data available on 221 Puerto Rican households were examined with reference to attitudes held by parents concerning the causes of handicapping conditions of childhood. It was predicted that Puerto Rican parents would differentiate between two causes of disabling conditions of childhood; one relevant to physical causes, and the second related to spiritual causes. Using social learning theory as a theoretical model, it was also hypothesized that each of these attitudes would correlate with a different pattern of utilization of dominant culture resources for families with identified problem children. Believers in physical causes were expected to be more inclined to use agency, school and health resources, and believers in spiritual causes less

inclined to use these services. A final issue explored was the relationship of certain socio-demographic variables, namely age, English language facility, time of residency in the community, and education on attitudes held and service utilization.

Results suggested that it is possible to quantify existence of belief in spiritual and physical causation of handicaps among Puerto Ricans. In terms of predictive ability, belief in spiritual causes appears to account for much more variance in parental behavior than belief in physical causes. Scale scores pertaining to spiritual beliefs yielded low but significant predictions concerning what actions parents took with regard to the children's difficulties in three out of five criterion measures. Sociodemographic variables, including language use and age, correlated in the predicted direction and at a statistically significant level to the spiritualism scale, but not to the physical scale. Sociodemographics alone did not account for statistically significant differences in most instances. However, for some criterion measures, the addition of educational attainment to attitude scores on spiritual beliefs did enhance prediction of actions taken around children's problems.

244. TORRES, Emilio Anibal, Jr. (Ed. D.). "AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS AT UNIVERSITIES IN PUERTO RICO." Brigham Young University, 1977. 244 pp. Source: DAI, XXXVIII, 3A (September, 1977), 1285-A. XUM Order No. 77-18,901.

The purpose of this study was to evaluate and compare the quality of the physical education programs and create an awareness and understanding of what is essential in the organization and administration of a quality physical education program for universities and to make available this information for people who are responsible for providing and maintaining such programs. The N. P. Neilson score card for Evaluation of Physical Education Programs for Men in Colleges and Universities was used as the evaluation instrument in this study. Elements of the program evaluated were: instructional staff, facilities, program organization, program of activities, administration, professional assistance,

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and the professional education programs. Letters were sent to the seven chancellors of the universities inviting their participation in the evaluation. A one day visitation was made at each of the seven universities who agreed to the evaluation. From an analysis of the data it was observed that: The universities-wide program received a rating of average. Statistical, evaluative, analytical and comparative methods of study were used. A recommendation was made that the programs be re-evaluated in five years.

245. TORRES, Jose B. (Ph. D.). "ACCULTURATION AND PSYCHO-SOCIAL ADJUSTMENT AMONG PUERTO RICAN MEN IN A MIDWESTERN CITY: MILWAUKEE, WISCONSIN." University of Wisconsin-Milwaukee, 1980. 323 pp. Source: DAI, XLI. 11A (May, 1981), 4636-A. XUM Order No. 8110644.

In the present study, relationships were investigated between the stress of acculturation and psycho-social adjustment among Puerto Rican men in a midwestern city, Milwaukee, Wisconsin. The major focus of the study was to examine whether Puerto Rican men's self-concepts undergo change with increased acculturation to American society. The author hypothesized that subjects identified as "high" on an acculturation dimension would report a more positive self-concept and self-evaluation than subjects measuring "low" on the acculturation dimension. The author also investigated whether family and sex-role attitudes among Puerto Rican men undergo change with increased exposure and acculturation to American society and how such changes, if any, affect the individual's psycho-social adjustment.

Sixty Puerto Rican men between the ages of 18 and 54 were interviewed extensively to arrive at levels of behavioral and psychological acculturation (Behavioral Acculturation Scale, Szapocznik & Scopetta, 1976; Interview Questionnaire, Torres-Matrullo, 1975), as well as family and sex-role attitudes/values. In addition, the Adjective Check List (Gough & Heilbrun, 1965) and the California Psychological Inventory (Gough, 1975) were administered to assess personality dimensions (e.g., self-concept), family and sex-role attitudes/values, and personality adjustment. A demographic

questionnaire also was administered to assess personal/family identification and background.

Significant relationships were found between level of acculturation and self-concept (as measured by Selected ACL and CPI scales). No significant relationships were found between level of acculturation, family and sex-role attitudes/values, and psycho-social adjustment. Although it was found that family and sex/role attitudes/values did not change significantly with level of acculturation, significant differences were found between subjects on these attitudes according to levels of education and income. Level of education was found to be significantly related to acculturation, changes in self-concept, and moderate attitude changes among the subjects in this study. Acculturation was observed to be an area that encompasses values, religious beliefs and practices, and profound questions concerning the nature of marriage, family, and sexual relationships.

The account of a specific Puerto Rican population on the United States mainland, as described in the present study, revealed how inaccurate it is to state that all Puerto Ricans are on their way to acculturation, or that contact with the dominant culture results in the disintegration of traditional personal, social, and cultural patterns. The results of this study, reflecting the particular sample, were seen as having implications for the adjustment of the Puerto Rican family in the United States with locality of the Puerto Rican community being a potential significant factor. A comparison of the results of this study with those of two previous studies on the acculturation of Puerto Rican men and women on the East Coast revealed comparable data. Caution must be exercised in making any generalization in regards to Puerto Ricans on the mainland as a whole, taking into consideration the various factors potentially influencing acculturation and adjustment (e.g., migration patterns, availability of resources, language, education, familial ties, etc.).

Further studies of Puerto Rican men, women, and children attempting to acculturate to the Anglo-American society on the mainland will hopefully enhance our understanding of the Puerto Rican family and how the essence of cultural pluralism must be realized in the United States.

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246. TORRES, Julio, Jr. (Ph. D.). "BUSINESS AND DISTRIBUTIVE EDUCATION IN THE PUBLIC SECONDARY SCHOOLS OF PUERTO RICO: AN HISTORICAL STUDY OF THE PERIOD 1898-1972." New York University, 1979. 671 pp. Source: DAI, XL, 3A (September, 1979), 1225-A. XUM Order No. 7918870.

The Problem

The purpose of the study was to trace the origins and examine the development of business and distributive education in the public secondary schools of Puerto Rico from 1898 to 1972.

The Procedure

The historical method of research was applied to both primary and secondary sources to investigate three subproblems: 1) To summarize the status of education in Puerto Rico in 1898 when the Island was ceded to the United States; 2) To examine political and socioeconomic factors that might have influenced the development of business and distributive education in Puerto Rico from 1898 to 1972; and 3) To examine the development of business and distributive education in the public secondary schools of Puerto Rico from 1898 to 1972.

The investigation of the subproblems included the analysis of documents related to the history of Puerto Rico, the educational plans formulated by the Spanish governors, and documents that deal with the educational efforts of private groups, individuals, and religious sects during the period of Spanish control (1493-1898). The reports of the governors of Puerto Rico, the annual reports of the commissioners/secretaries of education, and circular letters of the Department of Education provided most of the historical data used to reconstruct the chronological development of the two programs from 1898 to 1972.

The Findings

The Spanish system of education in Puerto Rico did not contribute to the development of business and distributive education. In 1898 the American

government established a public school system on the Island, and, although it emphasized the development of primary education, some attention was given to secondary education. In 1905 business education was introduced in the secondary schools as a two-year program that prepared secretaries and bookkeepers. A four-year curriculum was introduced in 1915. Distributive education was organized in 1939 under the provisions of the George-Deen Act. Its emphasis was on part-time courses for employed people, but a limited cooperative high school program was also offered. Despite unfavorable public attitude toward vocational education during the period of American control (1898-1952), both programs benefited from the interest in the development of such education that was shown by most of the commissioners of education that were appointed.

Through the years, business and distributive education programs in Puerto Rico have been modified to meet the changing needs of society. The industrialization of the Island after 1940, a change in the character of employment, and the availability of federal funds were important factors that influenced curricular offerings in these fields. Teacher shortages, insufficient funds, and inadequate school facilities were problems that retarded the development of the programs.

Recommendations

Based on the findings, the following recommendations were made: 1) utilization of updated materials and equipment to improve the quality of the programs, 2) preparation of specific course outlines for all courses, 3) more regional supervision of teachers, 4) the use of Spanish textbooks and materials specifically designed for Puerto Rican students, 5) better publicity to familiarize the public, teachers, students, and employers with the history and objectives of the programs, 6) better cooperation from business and industry to provide all students the opportunity to engage in on-the-job training, 7) more emphasis on the development of teaching skills in a wider variety of subjects, 8) an increase in the number of guidance counselors and a more effective use of their services, and 9) the formulation of a nonpartisan philosophy of education that takes into consideration the needs and aspirations of the people. The study also includes recommendations for further research.

247. TORRES, Maria Esther (Ph. D.). "READABILITY OF SPANISH EDUCATIONAL MATERIAL." University of Connecticut, 1982. 147 pp. Source: DAI, XLIII, 12A (June, 1983), 3865-A. XUM Order No. DA8309262.

This study investigated the relationship between reading difficulties presented by the instructional material and the student reading comprehension level at the junior high school level in Puerto Rico and addressed the following question: What is the relationship between the level of readability of Spanish instructional material as measured by the Spaulding readability formula and reading comprehension performance of students whose first language is Spanish, as measured by a cloze test and a standardized test of reading comprehension?

Two hypotheses, in the null form, were advanced to accomplish the specific objectives sought by this study. The hypotheses were tested by obtaining partial correlation coefficients adjusted for grade level between Spaulding readability formula scores per passage and cloze test scores of students, and between standardized reading comprehension scores of a Spanish comprehension test and cloze test scores on Spanish passages. The significance level was set at the .05 level.

The subjects for the study were selected from the total enrollment population of the junior high school level in one school district in Puerto Rico. A stratified sampling procedure to include 300 of the student population was utilized. Three instruments were used for data collection purposes: (1) the Spaulding readability formula (Spaulding, 1956); (2) the cloze test procedure (Taylor, 1953); and (3) the Comprehensive Tests of Basic Skills (CTBS-Español, Level 3, 1978).

The data were analyzed using two different statistical procedures: descriptive and inferential. The descriptive procedure was used to analyze and present the findings obtained from the Spaulding readability formula. The inferential procedure was used to test the two hypotheses using the partial correlation.

Results of this study revealed that: (1) Ninety percent of the material used at the junior high school level in Puerto Rico fell into the category

of moderately difficult and 10% fell into the category of difficult; (2) there is a significant relationship between the level of readability as measured by the Spaulding readability formula and the performance of subjects in comprehension as measured by the cloze test; and (3) there is a significant correlation between the performance of subjects in the reading comprehension test and the cloze test.

248. TORRES-HERNANDEZ, Nicolas (Ph. D.). "THE PERCEPTIONS OF JUNIOR HIGH SCHOOL SCIENCE TEACHERS CONCERNING THE PRESCRIBED CURRICULUM IN PUERTO RICAN PUBLIC SCHOOLS." University of Connecticut, 1981. 99 pp. Source: DAI, XLI, 12A, Part 1 (June, 1981), 4968-A-4969-A. XUM Order No. 8111921.

The purpose of this study is to determine if junior high school science teachers' perceptions of teacher preparation, goals and objectives, teaching techniques, adequacy of facilities, adequacy of materials and supplies, and revision of the science curriculum in the Puerto Rican public schools are in harmony with the officially prescribed junior high school science curriculum.

Six questions serve as the framework for this study. They are: (1) Is the ideal professional preparation perceived by junior high school science teachers in agreement with the requirements of the Puerto Rico Department of Education? (2) Are the goals and objectives perceived by the junior high school science teachers in agreement with those stated in the science curriculum? (3) Do teachers perceive the techniques recommended in the science curriculum as appropriate for the achievement of the prescribed goals and objectives? (4) Do teachers perceive the facilities available for teaching science in the junior high school as adequate? (5) Do teachers perceive the equipment and supplies available for teaching science in the junior high schools as adequate for the development of the activities prescribed in the curriculum? (6) Do teachers perceive a need for a revision of the junior high school science curriculum?

Twenty junior high school science teachers representing the 15 school districts of the Arecibo

Educational Region in Puerto Rico were interviewed. The data gathered from the interviews were studied and analyzed as they related to each one of the six research questions. The study revealed the following: (1) More than 50% of the teachers in the study felt they were well prepared to teach the courses they were assigned, due to their own effort and their teaching experiences, and not the education and training required by the Puerto Rico Department of Education. (2) Nearly all of the teachers interviewed (95%) perceived the goal and the objectives of the science curriculum differently from those stated in the official science curriculum. (3) The great majority of the teachers interviewed perceived the techniques they used as inadequate to accomplish the objectives of the junior high school science curriculum. (4) Ninety five percent of the teachers interviewed perceived the science facilities available in their schools as inadequate to carry out the activities prescribed in the science curriculum. (5) Ninety five percent of the teachers interviewed perceived the materials and supplies available in their schools as inadequate to carry out the activities prescribed in the science curriculum. (6) All the teachers interviewed perceived the need for the revision of the junior high school science curriculum in Puerto Rico.

Given these findings there seems to be a great need: (1) to upgrade teacher training requirements and develop functional inservice training for the teachers concerned, (2) for goal and objectives clarification, (3) for the acquisition of facilities, materials and supplies which would make possible the use of the best teaching techniques and the development of the activities prescribed in the curriculum, (4) to revise the junior high school science curriculum with significant participation of the science teachers, and (5) for teacher participation in setting curricular goals.

249. TUTTLE, Harry Grover (Ed. D.). "EFFECTS OF CULTURAL PRESENTATIONS OF SIMILARITIES AND DIS-SIMILARITIES OF PUERTO RICAN LIFESTYLES ON THE ATTITUDES OF FIELD DEPENDENT AND FIELD INDEPENDENT SECOND LANGUAGE LEARNERS." State University of New York at Buffalo, 1978. 271 pp.
Source: DAI, XXXIX, 10A (April, 1979), 6000-A-6001-A. XUM Order No. 7906762.

Introduction

Research studies in foreign language instruction have dealt with teaching the basic skills of the language. There is a paucity of studies dealing with the effects of cultural presentations on students' attitudes and there are no studies dealing with the effects of cultural presentations of similarities and dissimilarities of Puerto Rican daily life on field dependent and field independent learners.

Problem

The purpose of this study was to discover the effects of cultural presentations stressing similarities or differences of Puerto Rican lifestyles on students' (a) ethnocentric tendencies, (b) willingness for social contact, and (c) descriptions on the traits of Puerto Ricans. In addition, it attempted to answer the question: Are there any correlations among learners' attitudinal changes, field dependence-field independence, and acceptance of responsibility for successes and failures?

Methods and Procedures

Students were pretested and posttested with three instruments, Ethnocentric, Social Distance, and Semantic Differential Scales. In addition to these instruments, the Intellectual Achievement Responsibility Questionnaire measured students' acceptance of responsibility for academic successes and failures and the Concealed Figures Test assessed field dependence-field independence.

One hundred and sixty students were randomly assigned to the similarity or dissimilarity cultural presentation group. T tests were used for pretest and posttest analysis. Changes in the attitudinal measures were correlated with field dependence-field independence and students' acceptance of responsibility for academic successes and failures by using the Pearson product coefficient statistic.

It was hypothesized that for those students who participated in cultural presentations emphasizing either cultural similarities or differences in Puerto Rico daily lifestyles, there would be no significant difference in:

1. wanting closer contact with Puerto Ricans;

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2. being less ethnocentric; and
3. describing Puerto Ricans in more favorable terms.

In addition, it was hypothesized that:

4. attitudinal measures would not correlate significantly with field dependence-field independence and acceptance of responsibility for successes and failures.

Results

An analysis of the data supported the first hypothesis; there was no significant difference in wanting closer contact with Puerto Ricans. However, there was a significant difference in the second and third hypotheses. The group which emphasized cultural similarities of Puerto Rican lifestyles was less ethnocentric and described Puerto Ricans more favorably.

For the combined groups, changes in ethnocentric scores correlated significantly with acceptance of responsibility for success, overall acceptance of responsibility and field independence. There was a significant correlation between score changes on the Semantic Differential and the higher scores on the Concealed Figures Test which represents field independent learners.

There was no significant correlation among wanting social contact with Puerto Ricans and (a) acceptance of responsibility for success, (b) overall acceptance of responsibility, and (c) field independence.

Conclusions

Participation in a similarity stress caused an increase in describing Puerto Ricans more positively and a decrease in ethnocentric tendencies. Students who participated in the presentations which stressed differences did not become more positive about Puerto Ricans, did not want to have more social contact with them, and did not become less ethnocentric. These statistical results were also supported by the written and oral comments of the students during the cultural presentations.

Those students who felt responsible for their academic successes lessened their ethnocentric

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tendencies. In addition, lower Concealed Figures scores (i.e., field independence) correlated with changes in positively describing Puerto Ricans.

Foreign language teachers who want to help their students to become more empathic toward another culture should not disregard the effects of an approach emphasizing similarities.

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250. URBIZTONDO, Ursula Soler (Ph. D.). "CROSS-CULTURAL FAMILIAL RELATIONSHIPS IN AMERICAN NOVELS AND PLAYS ASSIGNED IN THE FRESHMAN READING PROGRAM AT THE UNIVERSITY OF PUERTO RICO FROM 1969-70." New York University, 1975. 248 pp. Source: DAI, XXXVI, 7A (January, 1976), 4465-A-4466-A. XUM Order No. 76-1756.

The purposes of this study were to make a cross-cultural analysis of the American literature read by the freshmen at the University of Puerto Rico and to show the relevance of such a study to the teaching of reading in English as a second language.

Twenty-seven American novels and plays which appear on the reading list for college freshmen at the University of Puerto Rico were examined to determine if the familial relationships presented in the works differ from the familial relationships generally operating in Puerto Rican society and, if so, to determine the educational implication of the findings.

Chapter I examines the literary process and the relationship between the past experiences of a reader and his appreciation of literature. It also outlines the methodology used for carrying out the study and announces the organization to be followed in presenting the findings.

Chapter II presents an overview of the major behavior patterns and value systems in husband-wife, parent-child, sibling and other kin relationships common to all socio-economic levels in Puerto Rico. The importance of the individual's subordination to

the family group, the male machismo-female chastity duality in marriage, the parental responsibility to provide authority and moral guidance for children, the children's duty to respect and obey parents and the social values of the family's good name were the dominant behavior patterns used for analysis.

Chapter III describes the major patterns of behavior exhibited by the characters in the fictitious families and identifies the author's positive, negative or ambivalent view of those patterns of behavior.

In the fourth chapter, significant differences between the familial relationships found in the literature and those identified in Chapter II are described and analyzed. Patterns of familial behavior from the novels and plays under study are compared to like patterns in Puerto Rican society to identify aspects of the novels and plays that may seem unreal or incongruous to the students and thus interfere with their understanding and appreciation of the literature. These examples are drawn not only from the explicit images of the family and attitudes towards them, but also, through an analysis of the novels and plays, from the images and attitudes toward the family implied in the work.

The final chapter, Chapter V, reports the writer's suggestions for overcoming the pedagogical problem posed by the cultural gap between the Puerto Rican student and the content of the literature. These suggestions concern not only the choice of books for the reading list, but also the order in which they should be assigned and techniques for presentation and discussion in the classroom. The writer suggests that those works in which the view of family corresponds most closely to that of the Puerto Rican be treated first. Those which present both familiar and unfamiliar--or positive and negative--familial images should be considered next, with the positive and familiar aspects used to help students understand the negative and unfamiliar. Novels and plays which portray totally foreign views of familial relationships should be treated last.

251. UZZO, Frank P. (Ed. D.). "A COMPARISON OF ATTITUDES OF BLACK, PUERTO RICAN AND WHITE HIGH SCHOOL STUDENTS TOWARDS CERTAIN SCIENCE-RELATED SOCIAL

ISSUES." New York University, 1978. 188 pp.

Source: DAI, XXXIX, 12A (June, 1979), 7270-A.

XUM Order No. 7911279.

The purpose of this research was to compare the attitudes of black, Puerto Rican and white high school students with respect to certain science-related social issues. This research was conducted during the spring semester in six comprehensive high schools located in The Bronx, New York City. A knowledge of these students' attitudes by science teachers is valuable because they are being asked to consider social and cultural issues concurrent with science concepts in their lessons today.

Examination of these attitudes was by a questionnaire termed the City Oriented Questionnaire (COQ) constructed as part of this research. Several steps were followed for this purpose. Two years of various publications, such as newspapers and magazines, ending with September, 1976, were reviewed to discern science-related social (SRS) issues. These issues were then incorporated into Likert-type attitudinal statements. Ten classes in the main cooperating high school were used to screen the 174 attitudinal statements. The screening for discriminability, ambiguity and clarity resulted in a final pool of 66 attitudinal statements which reflected SRS issues. This collection of attitudinal statements formed the Preliminary Inventory.

The Preliminary Inventory was administered to 26 additional intact classes in the main cooperating school. A total of 660 students answered the Preliminary Inventory. Forty items after item analysis remained from the Preliminary Inventory and they were factor analyzed using Principal Factor Analysis with Varimax Rotation. Items which loaded 0.3 and above on a factor were retained for the factors.

In all, four factors were extracted and four attitudinal scales were developed, one for each factor. Four hypotheses, one for each Factor Attitude Scale, were then developed. These were that black, Puerto Rican and white students in secondary school science classes do not differ in their attitudes towards science-related social issues concerning a:

1. regard for the traditional principles

associated with the human body (Factor Attitude Scale I);

2. need for greater responsibility towards resolving contemporary societal distresses (Factor Attitude Scale II);

3. zeal to preserve the environment rather than despoil it (Factor Attitude Scale III);

4. concern with the stability of the nuclear family and its competence to function as a trustworthy unit (Factor Attitude Scale IV).

The four Factor Attitude Scales collectively form the City Oriented Questionnaire (COQ) with 30 attitudinal statements and were administered to 476 students in six Bronx, New York City high schools. An analysis of variance, Newman-Keuls Test and test for homogeneity of variances were carried out for each Factor Attitude Scale, each item and the total COQ. A multiple regression was carried out for each scale and for the total COQ.

Hypotheses 1, 2 and 3, that black, Puerto Rican and white students do not differ in their attitudes towards SRS issues as measured by Factor Attitude Scales I, II and III, were rejected in favor of the alternative: that black, Puerto Rican and white students differ in this regard. Hypothesis 4, that black, Puerto Rican and white students do not differ in their attitudes towards SRS issues as measured by Factor Attitude Scale IV, was not rejected.

Comparisons of black, Puerto Rican and white students for the total COQ showed that differences that exist among the three groups were significant ($P=.008$). Puerto Rican students scored higher than either black or white students. This indicates a more conservative attitude towards SRS issues than either of the other two groups, who also tended to be conservative. The Cochran and Bartlett Tests indicated that the variances of the three groups were homogeneous for the total COQ.

The results of the multiple regression ($P < .01$) indicated that race-ethnicity accounted for approximately 2% of the total COQ's variance. The total variance accounted for by all variables was 13.348% and the multiple $R=.36534$ ($P < .001$).

252. VALCOURT, Gladys Ann (Ed. D.). "THE PUERTO RICAN STUDENT IN THE AMERICAN PUBLIC JUNIOR HIGH SCHOOL TODAY." Lehigh University, 1977. 246 pp.
Source: DAI, XXXVIII, 6A (December, 1977), 3347-A. XUM Order No. 77-20,728.

The purpose of this study was to supply teachers with an improved framework for working with Puerto Rican children by identifying added distinctive characteristics which differentiate the Immigrant, Transient, and Neorican, three subgroups of Puerto Ricans in the American educational system today. The Immigrant is defined as the Puerto Rican, born and raised in Puerto Rico, who migrated to the mainland within the last three years and who is enrolled in a bilingual program. The Transient is defined as the Puerto Rican, born on the Island or on the mainland, who has attended school in both educational systems. The Neorican is the child of Puerto Rican parents who was born and raised in this country and who has always been enrolled in the regular school program in the United States.

The identification of distinguishing characteristics was reached by interviewing twenty Neoricans, twenty Transients, and twenty Immigrants, each subgroup containing half boys and half girls, randomly selected within sub-groups, who are students in public junior high schools in four medium-sized cities in Pennsylvania.

The selected categories explored in the study were socio-cultural ones, which included place of birth, adults with whom the subject lives, language dominance of the subjects, education of identified parents, socio-economic level of subjects, education of siblings, relationship with parents, degree of personal freedom of subject and use of free time, taste in food and music, sense of identification with Puerto Rico, degree of relationship with non-Puerto Ricans and sense of identity; and educational ones, which included the school history of the subject, his attitudes toward the school experience and his plans for the future.

Although some differences were established among

sub-groups, the findings negate the initial, general conjecture that the three sub-groups exhibit sharply different traits. On the contrary, the results of the investigation support the contention that in the United States Puerto Ricans of a low socio-economic level function as a cohesive group. They speak and understand the same language, they eat the same food, they adhere generally to the traditional mores and values of their Spanish cultural heritage, and they establish social contacts mainly with members of their own group. The results also indicate that Puerto Ricans as an ethnic group still remain alienated from the remainder of the society and suggest that the existing social segregation stems not from a language barrier caused by some massive failure of the schools to teach English but from the ethnic characteristics which differentiate them from other Americans.

The main recommendation of the study is that schools implement a Transitional Program at the junior high school level to facilitate bilingual-bicultural interchange. In this course the units of study would be centered around bilingual-bicultural themes such as interdependence, what people can give each other, peoples of the world, languages of the world, a nation of immigrants, stereotypes, the history of the United States, and the history of Puerto Rico. Some of the units in each content area should be taught in the second language. This would allow students to begin acquiring specific vocabulary in content areas. By this time the program should also be elective. Puerto Ricans and Americans who just want to follow the regular curriculum should be allowed to follow this course. Similarly, Puerto Ricans who do not want to follow the regular school curriculum should be allowed to continue their education in their own language. No one in the system should be forced to become bilingual if there is to be equality of education for all students. The main objective of the Transitional Program, however, is to prove so attractive and enriching that it would encourage all students to maintain an interest in developing their second language and a desire to keep in close contact with members of the second culture.

253. VALENTIN, Gladys (Ed. D.). "THE EFFECT OF INSTRUCTION IN SPANISH PHONETIC DECODING ON THE READING AND SPELLING ABILITIES OF ELEMENTARY SCHOOL CHILDREN IN PUERTO RICO." Rutgers University,

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1982. 104 pp. Source: DAI, XLIII, 8A

(February, 1983), 2550-A. XUM Order No.

DA8301615.

The purpose of this study was to explore the effects of phonetic decoding of Spanish on spelling and reading achievement, and the interaction of sex, age, and instructional variables for Puerto Rican elementary school children, ages six through nine, at grade levels three, four, and five.

The duration of the study was twenty weeks from January to May 1977. Tests to measure the students' performance in spelling were constructed (Phonetic Test I, Parts I and II, and Phonetic Test II, Parts I and II). To measure students' performance in reading and the interaction of age and sex variables in relation to reading skills, reading tests Prueba de Comprension de Lectura, Nivel I y Nivel II were administered by the Higher Council of Education, University of Puerto Rico, Rio Piedras, and the Department of Education, San Juan, Puerto Rico.

A sample of eighty-three Puerto Rican children at the elementary school, University of Puerto Rico, was selected for the study. The subjects were randomly assigned to the experimental (A) and control (B) groups. Group A received special training in phonetic decoding utilizing the Visual-Auditory-Kinesthetic-Tactile Technique every school day for fifteen minutes, while Group B was engaged in standard language arts programs.

Hypotheses were tested using analysis of variance followed by a test, and a multiple regression model without interaction was applied to the data.

It was found that: (1) Spelling achievement, although not to a statistically significant degree, tended to be higher for students in the experimental group than in the control group; (2) Phonetic decoding related to reading scores was highly significant at the $.001 < p < .005$ level; (3) Age in months and phonetic instruction seem to be related as younger children (60 to 80 months of age) obtained higher scores in spelling and reading; (4) Sex also appears to be significant, as females tended to have higher scores in spelling and reading than males, in both the experimental and control groups.

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The study suggests that improvement of reading and spelling of the Spanish language could be achieved through instructional focus on phonetic decoding in the primary grades.

254. VASQUEZ, Jose (Ph. D.). "ETHNIC CONFLICT AND GROUP BEHAVIOR AS RELATED TO ACHIEVEMENT IN URBAN SCHOOLS: A FIELD STUDY OF GREEK AND PUERTO RICAN CHILDREN." Pennsylvania State University, 1981. 342 pp. Source: DAI, XLII, 7A (January, 1982), 3217-A-3218-A. XUM Order No. 8129231.

This is a study of immigrant Greek and Puerto Rican children in an urban classroom. From the review of literature five assumptions or sensitizing ideas were developed.

Observations were made during two seven-week periods utilizing the anthropological field study method. The observer's official role was that of a teacher, although he was known as a participant-observer.

Inter-ethnic and intra-group competition occurred largely for status within the peer group. Puerto Rican boys employed physical prowess and the accompanying "machismo" to gain peer status. Greek children, both boys and girls, utilized achievement in school-related work to gain status with their peers. Puerto Rican girls used role-playing and the verbal dominance of other girls as a means of gaining status. These methods for gaining status within the peer group were crucial in determining classroom achievement; these were largely dependent upon the salient characteristics of the respective culture. However, it should be noted that socio-economic class differences between the immigrant Greek and Puerto Rican children rather than culture may have influenced the outcome of the study.

"Machismo" proved to be dysfunctional for Puerto Rican boys in a classroom setting. Puerto Rican ethnic loyalty to the Spanish language was a central determinant for lack of achievement in reading and related areas. Conversely, Greek conceptions of proper classroom behavior and accompanying attitudes toward endeavor was functional in the classroom and led Greek children toward greater achievement than

the Puerto Rican children.

Passive resistance, a negative self-concept and listlessness, among other behaviors, interrelated with the negativeness of Latin "machismo" to characterize much of the behaviors of the Puerto Rican boys. Forgetting, procrastinating and other adaptive behaviors, along with banter, were utilized as a means of expressing hostility toward the teacher.

This study confirms many postulations regarding the forms of ethnic conflict. One major postulate is the necessity of third party intervention in managing ethnic conflict.

255. VASQUEZ, Anibal (Ed. D.). "PERCEIVED EFFECTS OF THE SCHOOL ON THE OCCUPATIONAL PLANS OF HIGH SCHOOL DROPOUTS AND NON-DROPOUTS IN THE PUBLIC SCHOOL SYSTEM OF PUERTO RICO." University of Kentucky, 1976. 158 pp. Source: DAI, XL, 8A (February, 1980), 4518-A-4519-A. XUM Order No. 8002165.

This study was designed to determine if high school students who drop out of school differ from non-dropouts in the development of occupational plans and how each group perceived the school contributing to occupational plans. Dependent variables in the study of the problem were: (1) "Occupational Plans Questionnaire" (OPQ). (2) An attitudinal questionnaire, "How Do I Perceive the School as a Contributor Toward My Occupational Plans" (ATT), and (3) the student grade point average (GPA). The independent variables were status (dropouts vs. non-dropouts), program (vocational vs. non-vocational), and sex.

Six vocational high schools and six academic high schools were selected from which the sample dropouts and non-dropouts were taken. The total sample investigated was 286, of whom 143 were dropouts and 143 non-dropouts.

The instruments (OPQ and ATT) were tested for internal consistency in the high school population of Puerto Rico. A third instrument was developed to collect demographical data to assist the researcher in the analysis.

The conclusions drawn from the study were:

(1) Students who perceived themselves with higher occupational plans development perceived the school as contributing significantly to that development. Those who had a higher grade point average felt the school was contributing more than those students who had a low grade point average. A significant positive correlation existed among students' perception of the development of their occupational plans, the students' perception of the contribution of the school to this development, and the students' grade point average. (2) Female subjects perceived themselves with better occupational plans development than males. (3) There was no evidence of significant difference between dropouts and non-dropouts in the perception of their development of occupational plans by program. However, vocational subjects perceived themselves with better occupational plans development than non-vocational. (4) Positive perception of the school's contribution in helping students to develop occupational plans was a contributing factor in preventing dropouts. Non-dropouts perceived the school contribution to helping students develop occupational plans significantly higher than dropouts as related to all students' development in general (S_1), to his individual development (S_2), to skill development (S_3), and to teacher's influence (S_5). (5) Career and/or occupationally oriented programs were significantly influential in helping students to perceive the school as contributing to the development of occupational plans. Students enrolled in occupational or career-oriented programs consider the school more influential in the development of occupational plans than those studying general education. Vocational students perceived the school significantly more influential in developing occupational plans than non-vocational as related to: all students' development in general (S_1), to his individual development (S_2), to skill development (S_3), to counselor's influence (S_4), and to teacher's influence (S_5). (6) School counselors were not perceived significantly influential in helping students to develop occupational plans by dropouts and non-dropouts. However, non-dropouts perceived them slightly more influential than dropouts. (7) Vocational students perceived the school counselor significantly more influential in helping students to develop occupational plans than non-vocationals. (8) Grade point average is a significant factor influencing students staying in or dropping out of school. Non-dropouts achieved significantly higher grades than did dropouts.

(9) The school is not making an optimum contribution to develop occupational plans. There was no significant difference between dropouts and non-dropouts in their perception of the school contribution to occupational plans.

256. VAZQUEZ, Jesse Manuel (Ph. D.). "EXPRESSED ETHNIC ORIENTATION AND ITS RELATIONSHIP TO THE QUALITY OF STUDENT-COUNSELOR RAPPORT AS REPORTED BY PUERTO RICAN COLLEGE STUDENTS." New York University, 1975. 205 pp. Source: DAI, XXXVI, 9A (March, 1976), 5841-A-5842-A. XUM Order No. 76-1767.

The purpose of this study was to examine the variable of ethnic orientation and how it may tend to influence rapport between Puerto Rican college students and Puerto Rican counselors. In order to determine the relationship between rapport and ethnicity two hypotheses were tested.

Methodology

Ninety-six subjects were selected out of a tested sample of 166 college students. The subjects selected were Puerto Rican male and female students from the City University of New York. All subjects listened to three interviews and were asked to rate each after the conclusion of the taped segment on the Anderson and Anderson Rapport Rating Scale (AARS). After the three tapes, subjects were asked to rank order counselor preferences.

Ethnic orientation was determined by the subject's response to the Traditional Family Belief Scale (TFBS). Total score response above and below the median score determined the subject's general orientation to Island and Mainland values and thus placed in either an Island Puerto Rican (IPR) or Mainland Puerto Rican (MPR) ethnic orientation group. Separate median scores were established for males and females.

The TFBS, the AARS and rank ordered counselor preferences were analyzed in light of the knowledge or lack of knowledge of the taped counselor's ethnic

identification (experimental variable). Statistical treatment of data included analysis of covariance, t-tests, Spearman rho correlations and chi square comparisons.

Findings

1. TFBS: TFBS results demonstrated that there are measurable differences among Puerto Ricans living on the Mainland. It was confirmed that the score on the TFBS had a significant negative correlation with time in residence in the United States. It was also determined that female subjects indicated a stronger rejection of traditional family values and beliefs.

2. Hypotheses: 1-a) Results indicated that there was no difference in the way the experimental or control subjects rated the counselor of similar and dissimilar ethnic orientation. Knowledge of ethnic background (experimental variable) did not have a significant effect on the way each rated his coethnic counterpart. Age and sex proved to be significant factors in counselor ratings. 1-b) This hypothesis was partially confirmed in that IPR subjects expressed a significantly lower rating for the non-PR counselor than for the other two counselors. MPR subjects did not rate non-PR counselors significantly lower than the IPR or MPR. 2-a) This hypothesis was confirmed in that IPR and MPR subjects each selected IPR and MPR counselors for their first and second choice respectively. Each ranked the non-PR third. Older MPR subjects gave the IPR a significantly stronger first choice ranking than the younger MPR subjects. 2-b) It was determined that females and IPR subjects made counselor choices that related positively to how they rated the counselors on the rapport rating scale. MPR and male subjects did not uphold the hypothesis that posited that rapport would be positively related to counselor choice.

Summary

It was determined that students who know a counselor's ethnic background, if given a choice, will be likely to want to bring their problems to one who is a member of the same ethnic group and with a similar degree of ethnic orientation (IPR with IPR and MPR with MPR). Rapport ratings on the AARS were not significantly different when students were asked to rate counselors' performance, except for IPR subjects, who indicated a strong low rating for the non-PR counselor. It was recommended that future research in the area of ethnicity be approached on a

multi-disciplinary level and systematic programs be developed for the presentation of such material to counselors and other helping professionals in training and in the field.

257. VEGA, Lester C. Colón de (Ph. D.). "AN EVALUATION OF SPANISH TEXTBOOKS BY SEVENTH, EIGHTH, AND NINTH GRADE SPANISH TEACHERS IN THE PUBLIC SCHOOLS OF PUERTO RICO." Louisiana State University, 1978. 84 pp. Source: DAI, XXXIX, 8A (February, 1979), 4707-A. XUM Order No. 7903162.

The primary purpose of this study was to determine how valuable Spanish teachers judged their books to be in helping students attain certain objectives proposed by the Department of Education for the seventh, eighth, and ninth grade Spanish Literature Program. A secondary purpose was to determine whether any differences in the teachers' evaluation of the books could be attributed to the effect of the three variables--zone, region, and years of experience considered in the study.

The sample was limited to one hundred forty-nine teachers representing twenty-one school districts; fifty-eight books were evaluated by the teachers. Three questionnaires, each utilizing a list of books and objectives and a Likert-type scale, were constructed to provide measures of teachers' perceptions of the books. During the spring of 1977 questionnaires for the study were distributed among the randomly chosen sample of teachers. Completed forms were returned by one hundred thirty-nine teachers.

The overall value of each book was calculated by performing a series of summations. For this study, a valuable book was defined as one whose composite mean value equalled or exceeded 2.5 on a 4.0 point scale. A non-valuable book was defined as one whose composite mean value fell below 2.5. A chi-square test was the statistical procedure used to determine whether significant differences in teachers' evaluation of the books existed when teachers were classified according to school zone, region, and years of experience.

Findings

The overall evaluation of the books showed that Spanish teachers found none of their books valuable in helping students attain the objectives proposed by the Department of Education for the seventh, eighth, and ninth grade Spanish Literature Program.

When teachers were classified according to zone, a significant difference in teachers' evaluation of the books was found only for grades eight and nine.

When teachers were classified according to region, a significant difference in teachers' evaluation of the books was found for all grades.

When teachers were classified according to years of experience, a significant difference in teachers' evaluation of the books was found only for grades eight and nine.

Although a difference in teachers' evaluation of the books was found when teachers were classified according to zone, region and years of experience, the difference existed only between the number of teachers choosing the "of no value" response over the "slightly valuable" category.

Conclusion

The major conclusion that can be drawn from this study is that Spanish teachers in Puerto Rico feel that the books used in the schools are not useful for meeting the objectives proposed by the Department of Education for the seventh, eighth, and ninth grade Spanish Literature Program.

Recommendations

On the basis of the present study the following recommendations are made:

1. New curriculum materials for the Spanish Literature Program should be developed.
2. Teacher participation in the evaluation of curriculum materials should be encouraged.
3. Further research should be undertaken to evaluate the textbooks being used at other grade levels in the Spanish Literature Program.

VELAZQUEZ

258. VELAZQUEZ, Manuel, Jr. (Ed. D.). "A STUDY OF CURRICULAR AND SPATIAL CHARACTERISTICS OF SELECTED PUBLIC AND PRIVATE SECONDARY SCHOOL FACILITIES CONSTRUCTED FROM 1967 THROUGH 1976 IN PUERTO RICO." Andrews University, 1977. 212 pp. Source: DAI, XXXVIII, 6A (December, 1977), 3204-A. XUM Order No. 77-27,585.

Problem

The purpose of this study was to evaluate the spatial allocation for curricular purposes and the special features of each of the twenty-seven public and private secondary schools built in Puerto Rico during the years 1967-1976. The problem was: Were these schools being constructed in accordance with the desired curriculum; was the curriculum an outgrowth of the resulting physical structures; or were the curriculum and the planning of the structures unrelated?

Method

The spaces within the building were grouped into three major categories: (a) classrooms and laboratories; (b) special facilities; and (c) operation and service facilities. In order to obtain data regarding these three categories, a questionnaire was sent and completed, and a personal visitation was made for inspection of each school building. Blueprints and specifications were secured from architectural firms, the Department of Education, or private organizations. Personal interviews were conducted with superintendents, principals, teachers, and architects for each structure.

Findings

It was noted that variations in the school plants such as the inclusion or exclusion of music, home economics, art, and industrial arts classrooms and science laboratories had an effect on the curriculum. Where these facilities were provided, a more intensive program in the course areas was evident. Schools in the study did not vary greatly in the provision for basic courses where general classrooms could be used, but they did vary in the provision for

courses where special facilities were required.

The questionnaire and interviews revealed that considerable plant planning was done with the curriculum in mind. In the case of each school in the study, educational specifications had been established and presented to the architect for his guidance.

The majority of the schools were rectangular in shape and were designed to house fifteen hundred or fewer students. A small percentage of the schools included teachers' offices and workrooms, student resource study spaces, and seminar spaces.

Conclusions

Features that were incorporated in selected secondary public and private schools which facilitated the curriculum were: small and large instructional spaces, provisions for educational television, language laboratories, individual study carrels, walls of modular units, ramps and inclines replacing steps, classrooms that could be easily darkened, projection screens, and teachers' workrooms.

The major portion of the comments made by the principals and teachers pertained to the flexibility of the school plant and the allocation of space for the educational program. A structure designed without adequate educational planning could be a hindrance rather than a benefit to the teachers and students. An important factor to be remembered in the construction of school plants is that the curriculum should give direction in planning for the present and the future.

259. VELAZQUEZ-ACEVEDO, Andres (Ph. D.). "A STUDY OF THE RELATIONSHIP BETWEEN INTERPERSONAL SUPPORT AND THE INCIDENCE OF SUICIDAL IDEATION OF PUERTO RICAN COLLEGE STUDENTS." Syracuse University, 1982. 153 pp. Source: DAI, XLIII, 7A (January, 1983), 2241-A. XUM Order No. DA8229026.

This is a study of the relations between interpersonal support and the incidence of suicidal ideation of Puerto Rican college students. The

relationships among individuals' support needs; their level of support satisfaction; characteristics of their support system and the degree of manifested suicide ideation were investigated.

Seventy subjects were selected from a pool of 315 undergraduate non-psychiatric college students enrolled in introductory elective courses who were administered, on a voluntary and anonymous basis, the Personal Support System Survey (PSSS) and the Suicide Ideation Scale (SIS) developed by the author based on Beck's Scale for Suicide Ideation. Scales were translated into Spanish and adopted for use on the Island. Based on the SIS scores, 35 subjects fall in the upper quartile (suicide ideators) and 35 subjects in the lower quartile (non-suicide ideators).

Subjects ranged in age from 17 to 36 ($x=19.89$ years). They were predominantly single (88.57%) from urban areas (74.28%). Academically 70% were freshmen and sophomores. They represented 23 different academic majors. Most were Catholics (74.28%). Sex distribution was evenly among groups (15 males, 20 females).

Statistical analyses such as discriminant analysis of variance, t-test, and chi-square were used (at .05 level of significance) in the hypotheses testing. The study revealed that there is no significant difference between the SI and NSI groups regarding: support need saliency pattern, overall evaluation and size of their support system, duration and frequency of support contacts, and reciprocity of support. Results indicated a significant difference regarding the overall level of support need satisfaction and of the location (Family Vs. non-Family) of support. Specifically, the NSI group reports significantly higher satisfaction in the PSSS categories of Example, Admiration, Acceptance, Companionship, and Love. The NSI group also reported they receive more support from their family than the SI group, who reported their support coming mainly from sources outside of the family (e.g., friends, mentors). The additional finding, though incidental, that a larger proportion of SI than NSI families fell into separated, divorced, or widowed categories gives substance to the possibility of family variables as causative factors in the incidence of suicide ideation among Puerto Rican college students.

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260. VELAZQUEZ-FLORES, Guillermo (Ed. D.). "A FOLLOW-UP STUDY OF 331 HUMACAO, PUERTO RICO, REGIONAL COLLEGE ALUMNI FIVE YEARS AFTER STARTING AS FRESHMEN." University of Houston, 1976. 50 pp.
- Source: DAI, XXXVII, 4A (October, 1976), 1952-A. XUM Order No. 76-23,371.

The University of Puerto Rico is an organic system of public higher education with a President as director and the Council on Higher Education as its governing board. The system is composed of the following autonomous units, each headed by a Chancellor: the University Campus at Río Piedras, the University Campus at Mayaguez, the University Campus for Medical Sciences, and the Administration of Regional Colleges of Higher Education.

The Río Piedras Campus is one of the two units included in this study. It is by far the largest campus with an enrollment of 26,357 students. The second unit is the Humacao Regional College, which began operations in August 1962 at the city of Humacao with 267 students. Presently it has close to 3,000 students and 150 faculty members. The Humacao Regional College is a sub-unit headed by a Director, who is responsible to the Chancellor for all academic and administrative operations of the college.

Considering the need for a systematic study of the public junior college in Puerto Rico, and with the advantage that most Humacao students do transfer to the main campus at Río Piedras, a factfinding survey of all full-time students working toward a bachelor's degree and registered for the fall of 1967 was done at Humacao. All transfer students (331) to the General Studies Faculty were included. Their official transcripts for five consecutive years including the spring of 1972 served as the main source for basic data. A multiple correlation matrix was prepared for the following variables: (1) Sex, (2) College Board Percentage, (3) High School General Point Average, (4) Humacao College General Point Average, (5) Río Piedras Campus General Point Average, (6) Total College General Point Average, (7) One or More Probations, (8) One or More Courses Dropped, (9) One or More Departmental Changes, (10) Termination Year (1 to 5), (11) Success, (12) Age, and (13) Transfers.

Conclusions and Recommendations

Conclusions

1. Correlations among variables studied were low. 2. For the students who did well, either at Humacao Regional College, or the University main campus, there was no consistent relationship with any of the variables studied. 3. The typical student with 2.0 or better academic index either at Humacao or Río Piedras main campus may be described as follows: has a higher Humacao point average, has a higher Río Piedras point average, stays longer at the University, transfers to Río Piedras and is not on probation. 4. The criteria used to select students in the fall of 1967 at Humacao Regional College had a very low correlation with academic success. High school point average and College Board percentile had a .15 and .18 correlation respectively with success.

Recommendations

1. Guidance services should be strengthened in both units so as to make the transition to the senior institution less cumbersome. 2. Incoming junior college students should be assigned to special advisors prepared to orient them in all academic matters related to transition problems. 3. Research on college achievement and related academic factors affecting the Regional College student may provide elements of judgement of more predictive value than the ones used in Puerto Rico for college admission. 4. Establishment of an introductory orientation course. 5. Establishment of a summer remedial and selective institute until the open door policy could be implemented. 6. Articulation between the community college and the university should be further developed. 7. There should be an ongoing evaluation of the transfer process of junior college students. 8. The establishment of a Regional College Coordinator at the university. This person should be responsible for developing a more efficient program of articulation for the two-year college transfer students.

261. VELEZ, Diana Lourdes (Ph. D.). "PUERTO RICO'S
SEARCH FOR CULTURAL DEFINITION IN THE ESSAY
FORM DURING THE POPULIST ERA: 1945-1968 AS
SEEN IN THREE JOURNALS: ASOMANTE, REVISTA DE

CIENCIAS SOCIALES AND LA TORRE." Columbia

University, 1982. 239 pp. Source: DAI, XLIII,

5A (November, 1982), 1562-A. XUM Order No.

DA8222504.

The purpose of this study is to determine what definitions, descriptions and analyses of Puerto Rico's culture were used by its essayists in essays published in three journals over a twenty-three-year period. The focus is on the concerns expressed by the intelligentsia during a period of rapid economic and social change.

The corpus is ordered according to distinct thematic categories: religion, courtship and race, universalism and national identity, emigration, education, economics, language, and political status. This ordering provides an indication of dominant concerns and themes during the period.

The essays exhibit: a concern with language loss or change; an expressed discontent with the methods of social science in the context of Puerto Rico; a tendency to compare Puerto Rico to the U. S.; a desire to broaden Puerto Rico's cultural awareness; a concern with government policy matters affecting social life; and a desire to improve the Puerto Ricans' awareness of their civil rights.

The Island's political status vis-à-vis the United States was found to be a recurrent motif in a number of essays and a concern with the social and the political was found to be a constant throughout the corpus.

262. VELEZ-SANTORI, Carmen Noemi (Ph. D.). "DRUG USE

AMONG PUERTO RICAN YOUTH: AN EXPLORATION OF

GENERATIONAL STATUS DIFFERENCES." Columbia

University, 1981, 290 pp. Source: DAI, XLII,

6A (December, 1981), 2897-A. XUM Order No.

8125409.

The aims of this study were manifold: first, it explored whether the generational status of Puerto

Rican adolescents was related to various interpersonal and intrapersonal factors that have been documented in the literature as theoretically relevant to adolescent drug use. Second, it explored whether the drug use involvement of four generational status subgroups of Puerto Rican adolescents parallel the length of exposure of the groups to a host society (i.e., New York City) different from the parental culture of origin (i.e., Puerto Rico). Third, it also analyzed whether the adolescent drug use involvement of Puerto Rican migrants to New York City increased with increases in exposure to the host society (i.e., with increases in the length of time spent living in New York City). Finally, it also explored the relationship between socio-demographic, interpersonal and intrapersonal factors and drug use involvement for the four generational status subgroups of Puerto Rican adolescents. Special emphasis was given to uncover whether the relationship between the various sociodemographic and sociopsychological factors and drug use involvement varied with the generational status of the Puerto Rican student.

The population studied in this research consisted of Puerto Rican students attending two New York City public high schools and two public high schools in Puerto Rico during the fall of 1974. In order to study the relationship between generational status and drug use behavior, four subgroups of Puerto Rican adolescents were selected for analysis. The two generational status subgroups selected from the two schools surveyed in New York City were the New York Rican group (i.e., New York-born adolescents of Puerto Rican parentage) and the N. Y. migrants (i.e., Puerto Rican-born adolescents of Puerto Rican parentage). The two groups selected for analysis from the two schools surveyed in Puerto Rico were: The P. R. Immigrants (i.e., New York-born adolescents who have lived in New York for two years or more) and the P. R. Islanders (i.e., Puerto Rican-born adolescents of Puerto Rican parentage who have never lived out of Puerto Rico). The generational status of the Puerto Rican students was conceived as an index of the length of exposure of the students to a host society different from that of the parental culture of origin. The four groups, therefore, represented varying degrees of exposure to the host society.

The relationship between the various sociopsychological factors considered to be relevant to

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drug use and the students' generational status was analyzed through a one-way analysis of variance. It was found, as expected, that all of the sociopsychological factors studied were consistently related to the students' generational status.

The relationship between the students' generational status and drug use involvement was explored using a multiple correlation/regression analysis. Also as expected, it was found that the students' drug use involvement paralleled their length of exposure to the host society (as measured by the students' generational status).

The relationship between various sociopsychological factors and the students' drug use involvement was also analyzed via a multiple regression/correlation analysis. It was found that all of the factors studied were related to drug use involvement among the Puerto Rican students surveyed. Moreover, it was found that the strength of the relationship between all of the sociopsychological factors studied and drug use involvement varied with the generational status of the Puerto Rican adolescent.

Given the lack of research in the area of drug use among minority adolescents, especially among Puerto Ricans, this dissertation is seen as an attempt to start filling some of this need as decried by many.

263. VELILLA, Sylvia (Ph. D.). "SELF-CONCEPT OF INNER CITY PUERTO RICAN ELEMENTARY SCHOOL CHILDREN." University of Connecticut, 1980. 101 pp.
Source: DAI, XLI, 11A (May, 1981), 4681-A.
XUM Order No. 8106725.

The purpose of this study was to determine if there were differences between the self-concept of Puerto Rican children ages 9-11 who have lived in the U. S. A. for three or more years and non-Puerto Rican children attending the same school. It was also the intent of the investigation to determine if factors such as socioeconomic status, sex, and ethnic group have some effect on the self-concept of these children. Consequently, the following null hypotheses were tested: (1) There is no significant difference between the total self-concept scores of Puerto Rican and non-Puerto Rican children.

(2) There is no significant difference between total self-concept scores of welfare and non-welfare children. (3) There is no significant difference between total self-concept scores of female and male children. (4) There will be no significant interaction between ethnic group and socioeconomic status with respect to self-concept. (5) There will be no significant interaction between ethnic group and sex with respect to self-concept. (6) There will be no significant interaction between socioeconomic status and sex with respect to self-concept. (7) There will be no significant interaction between ethnic group, socioeconomic status, and sex with respect to self-concept.

The sample consisted of 120 children nine to eleven years old of normal and above intelligence (measured by the Raven's Coloured Matrices). Sixty of these youth comprised the experimental (Puerto Rican) group, while 60 were placed in the comparison (non-Puerto Rican) group. The experimental group were children in bilingual programs who have lived in the U. S. A. three or more years. The 60 children in the comparison group were non-Puerto Rican children attending the same school as the experimental group. Both groups had equal numbers of female and male subjects.

The independent variables of the study were: ethnic group (PR and NPR), socioeconomic status (welfare recipients and non-welfare recipients), and sex (female and male). The dependent variable was self-concept as measured by the Piers-Harris Scale. All the hypotheses were tested employing a three-way ANOVA analysis for each of the dependent measures. The procedure permitted the examination of each main effect for the independent measures: ethnic group (PR and NPR), socioeconomic status, and sex, as well as possible interactions of these independent variables.

Tests were administered in the child's dominant language by a person from the same ethnic background as the child.

The results show only one significant main effect (socioeconomic status). None of the other main effects (sex/PR/NPR) nor any of the two-way or three-way interactions was found significant. A significant difference between the self-concept scores relative to welfare status shows the non-welfare group scoring significantly higher than the welfare group.

VELILLA REYES

264. VELILLA REYES, Loida (Ph. D.). "AN ANALYSIS OF THE UNIVERSITY OF BRIDGEPORT MASTER OF EDUCATION PROGRAMS IN PUERTO RICO 1972-1977." University of Connecticut, 1979. 160 pp. Source: DAI, XL, 2A (August, 1979), 708-A. XUM Order No. 7917366.

This study was designed to be a comparative analysis of the perceptions of graduates, faculty and supervisors of graduates of the new Masters of Education program offered by the University of Bridgeport in Puerto Rico during the period 1972-1977. The historical method was employed using the normative survey technique, questionnaires and interviews to collect data regarding the perceptions of the various constituencies associated with the program.

Faculty, in general, felt that the program objectives had been met to some extent or to a large extent. They believed that the students' skills and knowledge in their field of concentration had been strengthened. They rated the graduate students entering the UB Masters program somewhat less satisfactory than students whom they had taught at other institutions. Puerto Rican faculty consistently ranked students higher than did UB faculty. Without exception, UB faculty listed language as the major problem they confronted.

Counseling for students was rated by the faculty as the best of all services provided students.

Both UB and PR faculty predominantly rated media services, equipment, and materials in the good to excellent category, with UB faculty generally according these services higher marks than their PR counterparts. Classroom facilities were considered adequate to excellent by PR faculty at an eighty per cent level. No UB faculty member considered them excellent, with only fourteen per cent considering them to be good.

Graduates were consistent in their evaluation of the faculty in terms of instructional methods and knowledge of their subject with over two-thirds of the graduates being highly satisfied with UB faculty and approximately one-third showing satisfaction

with PR faculty. In relation to the library, graduates found the availability of books and periodicals more adequate for their needs than viewed by faculty.

Over ninety-five per cent of all graduates believe that the objectives of strengthening skills and knowledge in their field of concentration was met. This was followed by over ninety per cent believing that their studies had increased their understanding of education in a complex society. However, graduates considered the course content of courses taught by UB faculty not to be completely relevant to the needs of education in Puerto Rico. In each case Media graduates were less satisfied with having achieved the program objectives than were Administration and Counselor Education majors.

It is evident that considerable upward mobility of graduates took place during the five year period with over 57 per cent moving into positions directly related to their Masters degrees.

Responses for supervisors indicated that the experience that the graduates had had at UB gave the individuals greater confidence, which manifested itself through leadership within the institutions in which they worked.

265. VELLE, Verlyn A. (Ed. D.). "AN ASSESSMENT OF THE
ROLE OF THE STATE EQUAL VOCATIONAL EDUCATION
OPPORTUNITY COORDINATOR IN THE UNITED STATES."
University of Wyoming, 1982. 174 pp. Source:
DAI, XLIII, 8A (February, 1983), 2647-A. XUM
Order No. DA8229057.

The purpose of this study was to assess the role of the State Equal Vocational Education Opportunity Coordinator (Sex Equity Coordinator) in the fifty states, the District of Columbia and Puerto Rico. Assessment was based on perception of the effectiveness of the coordinator in (1) furnishing equal educational opportunities in vocational education programs to persons of both sexes and (2) eliminating sex discrimination and sex stereotyping from vocational education programs.

A descriptive method of research was used in

acquiring pertinent information. Survey instruments were employed to gather information concerning perceptions held by State Equal Vocational Education Opportunity Coordinators, State Directors of Vocational Education and School District Superintendents in relation to the role of the coordinator in each state. Demographic, general and evaluative information was collected from each group surveyed, with statistical analysis of the evaluative information conducted in order to determine any differences in the responses of the three groups surveyed. An emphasis was placed on the assessment of coordinator effectiveness in achievement of the ten legislated functions of a State Equal Vocational Education Opportunity Coordinator.

Among the conclusions were these which were considered to be the most appropriate. (1) State Equal Vocational Education Opportunity Coordinators have been effectively addressing the "Awareness" stage of the sex equity issue in a variety of ways, but have not accomplished as much with monitoring or dealing with the laws concerning the elimination of sex discrimination. (2) Most states have made a definite commitment to the elimination of sex bias and sex stereotyping through a wide variety of activities, often including the services of the State Equal Vocational Education Opportunity Coordinator. (3) State Directors of Vocational Education as well as Superintendents indicated that states definitely benefit from the services of the State Equal Vocational Education Opportunity Coordinator. (4) Changing attitudes of students, parents, teachers and administrators was rated high on the list of criteria used to determine coordinator effectiveness. (5) Coordinators are receiving strong administrative support for their endeavors, "Administrative Support" and "Adequate Funding" were perceived by coordinators to be their greatest job enhancers. (6) "Resistance to Change" is the largest problem with which coordinators must work.

266. VICENTE, José Carlos (Ph. D). "PREDICTION OF BODY DENSITY IN PUERTO RICAN COLLEGE MALES THROUGH ANTHROPOMETRIC ASSESSMENT." Florida State University, 1978. 102 pp. Source: DAI, XXXIX, 3A (September, 1978), 1423-A. XUM Order No. 7815487.

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The purpose of this study was to derive the most reliable regression equations. Selected equations were tested for reliability in the prediction of body density in the studied sample.

A total of sixty volunteer male Puerto Rican college students between the ages of 18 and 23 were studied. Body density was measured through underwater weighing.

The following anthropometric measurements were studied:

Skinfolds: Scapula 1, scapula 2, biceps, triceps 1, triceps 2, chest 1, chest 2, midaxillary, supra-iliac, abdominal 1, abdominal 2, and thigh.

Diameters: Biacromial, bideltoid, chest, bi-iliac, bitrochanteric, knee, ankle, elbow, and wrist.

Circumferences: Neck, shoulders, chest, abdomen 1, abdomen 2, hips, thigh, knee, calf, ankle, deltoid, biceps flexed, biceps extended, forearm, and wrist.

Two anthropometric measurements were taken on each site. If the differences between these two values exceeded one percent of the initial determination, a third measurement was obtained. The average of the first two values that did not differ by more than one percent was used as the representative value.

The paired bilateral mean value was considered the representative measurement for each skinfold measurement; the knee, knees, ankle, elbow, and wrist diameters; and the thigh, knee, calf, ankle, deltoid, biceps flexed, biceps extended, forearm, and wrist circumferences.

The measurements needed for the study were taken at three testing stations. Anthropometric measurements (Station #1) were taken by four trained anthropometric technicians in a quiet room. Underwater weighing (Station #2) was conducted by the researcher and a well trained technician. Pulmonary functions were determined by four experienced technicians at one of the Island's best pulmonary function laboratories. The data was collected in June and July 1976.

The physical characteristics of the subjects

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were: Age ($\bar{X}$ = 21.3 years, SD = 1.5 years), weight ($\bar{X}$ = 71.1 Kg., SD = 12.5 Kg.), height ($\bar{X}$ = 171.5 cm., SD = 6.7 cm.), body density ($\bar{X}$ = 1.0692 g/ml., SD = 0.0178 g/ml.), body fat ($\bar{X}$ = 13.2%, SD = 7.2%), residual volume ($\bar{X}$ = 1267 ml., SD = 386 ml.).

The highest simple correlation coefficient between the studied anthropometric measurements and body density (r = 0.82, SE = 0.0103) was obtained from the chest 1 skinfold. The highest multiple correlation (R = 0.91, SE = 0.0078) was rendered by the following equation:

$$\begin{aligned} \text{Body density} = & 1.125445 - 0.0004201439 \text{ chest 1 SF} \\ & - 0.001218933 \text{ triceps 1 SF} - \\ & 0.001697586 \text{ abdomen 2 C} + 0.001367832 \\ & \text{bideltoid D} - 0.001796107 \text{ age} + \\ & 0.0007873463 \text{ chest C} \end{aligned}$$

Prediction of body density with regression equations derived in other studies resulted in a lower prediction accuracy when used in the studied sample.

267. VIERA, Etheldreda Mercado (Ed. D.). "THE EFFECT OF FOUR ORIENTATION STRATEGIES ON THE ACHIEVEMENT AND ADJUSTMENT OF PROBATIONARY FRESHMAN STUDENTS IN PUERTO RICO." Lehigh University, 1980. 149 pp. Source: DAI, XL, 11A (May, 1980), 5737-A-5738-A. XUM Order No. 8009731.

This study was undertaken to examine the relationship of four orientations: group counseling, group guidance, combined group counseling and group guidance, and written materials, to the achievement and adjustment of probationary freshman students in Puerto Rico.

The study sought to answer the following questions: (1) What is the effect of the four orientations on the grade point average at the end of the first semester? (2) What is the effect of the four orientations on four measures of adjustment: self-concept; self-acceptance; ideal self-concept; and self-ideal discrepancy? (3) What is the effect of the sex of the student on achievement and adjustment? (4) What is the effect of the sex of the counselor on achievement and adjustment?

VIERA

Group counseling emphasized group dynamics, and the groups were confined to 10 students. Group guidance emphasized lecture with groups of 20 students. Combined group counseling and group guidance employed both techniques with groups of 20 students. The fourth group was presented with written materials prepared by the counselors. All four groups covered the same material.

The selected sample consisted of 160 students obtained from 532 freshman students admitted on probationary basis at Catholic University of Puerto Rico for the fall semester August-December 1976. The students were randomly placed into eight sub-groups each consisting of 20 students and assigned at random to two counselors. Of the total sample selected, 45 were male students and 115 were female.

The criterion measures were the first semester freshman year grade point average and the adapted-translated Index of Adjustment and Values by Robert Bills.

The statistical methods used were ANOVA and Scheffe's Test of Multiple Comparisons.

The following conclusions appear to be warranted: (1) There were statistically significant differences found among the four groups on grade point averages. Group counseling appeared to be most effective in this respect and group guidance least effective. (2) There were statistically significant differences found among the four groups on adjustment only in the case of self-concept. Once again group counseling appeared most effective and group guidance least effective. (3) The findings on achievement and adjustment applied to both male and female students. (4) Experimental attrition vitiated the examination of the effect of the sex of the counselor in the various settings.

Based upon the statistical analyses, findings and conclusions, it is recommended that: (1) Attempts be made to separate the effects of orientation strategies when counseling is used from the effects of the relatively small groups with which they were applied. (2) Investigate further the use of counselor-prepared written materials, especially when counseling with small groups is not available. (3) The adapted translated Index of Adjustment and Values should be tested with other Hispanic populations.

268. VILLAMIL, Freytes Jose Antonio (Ph. D.). "THE

COMPARATIVE EFFECTIVENESS OF TWO DIFFERENT

METHODS OF TEACHING TECHNICAL FARM CREDIT AND
TOTAL MONEY MANAGEMENT TO TENTH GRADE VOCATIONAL
AGRICULTURE STUDENTS AND ADULT FARMERS IN PUERTO
RICO." University of Connecticut, 1979. 273 pp.
Source: DAI, XL, 8A (February, 1980), 4394-A-
4395-A. XUM Order No. 8003763.

The purpose of the study was to determine the relative effectiveness of two different methods of teaching an instructional unit in technical farm credit and total money management to tenth grade vocational agriculture students and adult farmers enrolled in vocational agriculture classes in Puerto Rico. The two teaching methods involved in the study were lecture-discussion and modular instruction.

From forty-five Puerto Rican public schools having vocational agriculture departments, fifteen were randomly selected to participate in the study. The fifteen vocational agriculture departments were randomly divided into two groups: the lecture-discussion group and the modular instruction group. Each of the two groups was composed of one hundred and fifty students, seventy-five tenth grade vocational agriculture students and seventy-five adult farmers.

Both the lecture-discussion group and the modular instruction group were pretested using the achievement test, "Farm Credit and Total Money Management." One hundred and fifty students received instruction via the modular instruction method and one hundred and fifty were instructed by the lecture-discussion method. The teaching period was fifteen hours, distributed over a three-week period of time. Three days after the groups completed the instructional period, the classroom teachers administered the achievement test to the students as a post-test. Seven days after the post-test the classroom teacher administered the achievement test to the students as a re-test. Differences in scores from pre-test to post-test and to re-test, between and within groups, were investigated and treated statistically.

The study was designed to yield data to test eight null hypotheses. Data collected for the hypotheses were tabulated and subjected to t-test

analysis to determine statistical significance, using the .05 level of confidence as the criterion.

The results of the study demonstrated that there was no significant difference in terms of achievement of knowledge between the combined group of tenth grade vocational agriculture students and adult farmers taught by the modular instruction method and the combined group of tenth grade vocational agriculture students and adult farmers taught by the lecture-discussion method. The retention of knowledge of the combined group of tenth grade vocational agriculture students and adult farmers taught by the modular instruction method was significantly greater, at the .05 level of confidence, than the retention of knowledge of the combined group taught by the lecture-discussion method.

Regardless of teaching method, the adult farmers made significantly higher scores than the tenth grade vocational agricultural students at the time of post-test and re-test. Results were significant at the .001 level of significance.

There was no significant difference in achievement and retention of knowledge of farm credit and total money management between the group of tenth grade vocational agriculture students taught by the modular instruction and the group of tenth grade vocational agricultural students taught by the lecture-discussion method. The group of adult farmers involved in the modular instruction method achieved significantly higher scores than the group of adult farmers instructed by the lecture-discussion method, at the time of post-test and re-test.

269. VILLEGAS, Joaquin (Ph. D.). "TEACHERS' GROUP

AUTONOMY AND COHESIVENESS AS RELATED TO THE
PRINCIPAL'S ROLE PERFORMANCE AS COMMUNICATOR."

University of Notre Dame, 1975. 112 pp.

Source: DAI, XXXVI, 3A (September, 1975),

1234-A-1235-A. XUM Order No. 75-19,960.

Within the context of input-output system theory this study investigated whether the difference between what the teachers expect and perceived from the principal's role as communicator was related to

the teachers' autonomy and group cohesiveness. A secondary concern was whether teachers' autonomy related to group cohesiveness.

One hundred seventeen teachers from five public high schools in the School Region of San Juan, Puerto Rico, described the principal's role performance as communicator, their group autonomy and group cohesiveness. It was assumed that no significant negative relationship would exist between the difference of teachers' expectations and perceptions of the principal's role performance as communicator and (1) teachers' group autonomy and (2) teachers' group cohesiveness. It was also assumed that no significant relationships would exist between the teachers' group cohesiveness and teachers' autonomy.

The difference between teachers' expectations and perceptions of the principal's role performance as communicator (D-score) was assessed by the teachers' scores on a Communication Perception and a Communication Expected questionnaire; teachers' group autonomy was assessed by the teachers' scores on an Autonomy questionnaire and the teachers' group cohesiveness was measured by the teachers' scores on the Work Group Descriptions questionnaire.

In testing whether the difference of teachers' expectations and perceptions of the principal's role performance as communicator was related to teachers' group cohesiveness and teachers' autonomy, average scores were determined for each item on both communication questionnaires, and teachers' group autonomy and cohesiveness scores were computed for each item. The Pearson product moment correlation coefficients were calculated for each set of pairings. Coefficients of determination were computed to determine the amount of variance accounted for by the independent variable.

The major findings of this study, which may not be generalized beyond the sample described, included the following:

1. A significant relationship between the difference of teachers' perceptions and expectations of the principal's role performance as communicator and the teachers' group cohesiveness emerged for the total sample at the $p = .05$ level.
2. A significant relationship was found between the teachers' autonomy and the teachers' group

cohesiveness at the $p < .01$ level.

3. The difference between teachers' perceptions and expectations of the principal's role performance as communicator did not correlate with teachers' autonomy at the $p < .05$ level.

4. The coefficient of determination indicated an extremely low proportion of variance was explained by the independent variable (D-scores or the difference between teachers' expectations and perceptions of the principal's role performance as communicator) on the dependent variable of group cohesiveness.

The results of this investigation, insofar as the relationship between autonomy (morale) and group cohesiveness, are consistent with those of Stogdill's (1966) outputs in organizational institutions. The extent of the teacher's autonomy in his/her classroom has a positive effect on his/her relationship with other faculty members in the modular group.

While congruence of teachers' expectations and perceptions of the principal's role performance as communicator correlated with teachers' group cohesiveness, this was not the case with teachers' autonomy. The lack of a significant relationship between these variables indicates that: (1) the variables were dysfunctional for the purpose intended or (2) the teachers had differing views of the level of autonomy needed in the classroom by the individual teacher.

In summary, the more congruent the perceptions of the principal's role performance as communicator was with the teachers' expectations of his role, the more the teachers tended to develop cohesive relationships in their modular groups. This cohesiveness of the teachers' group was also related to the members' autonomy in the classroom.

270. VINCENTY, N. I. (Ph. D.). "RACIAL DIFFERENCES IN INTELLIGENCE AS MEASURED BY PICTORIAL GROUP TESTS WITH SPECIAL REFERENCE TO PUERTO RICO AND THE UNITED STATES." Harvard University, 1930.
Source: CDI (1861-1972), XXXVII, p. 675.

271. WAGNER, Natalie Arnold (Ph. D.). "TEACHER'S JUDGMENT OF THE SOCIAL COMPETENCY OF A FIRST GRADE, FIRST-BORN STUDENT AND THE STUDENT'S SEX, SOCIOECONOMIC STATUS, ACADEMIC GRADES AND CLASSROOM BEHAVIOR." Case Western Reserve University, 1977. 126 pp. Source: DAI, XXXVIII, 3A (September, 1977), 1313-A. XUM Order No. 77-18,850.

This study investigated whether the sex and socioeconomic status of a first born, first grade child influenced a teacher's judgment of that child's level of social competence. This study further investigated whether a teacher's judgment of the academic competence of a child varied as a function of the teacher's judgment of the child's level of social competence. Finally, this study investigated whether the nature of the teacher-student classroom interactions was related to the teacher's perception of the student's level of social competence.

This study involved 82 first born, first grade students and thirty teachers. The Harvard Pre-school's Social Competence Rating Scale (Shapiro, 1972), Brophy-Good Dyadic Interaction Observation Schedule (1969), and the Hollingshead Two Factor Index provided measures of the teacher's judgment of a student's level of social competence, teacher-student interactions, and the student's socioeconomic status, respectively.

Analysis revealed no significant difference in the teacher's judgment of a student's level of social competence as a function of the student's sex. However, the results indicated a trend for students of a middle socioeconomic status to be judged as more socially competent than students from a lower socioeconomic status.

Except for the subject of social education in which all students received the same grade, the

results indicated that students who were judged as more socially competent than their peers received significantly higher grades in arithmetic, reading and language. In addition, a significant interaction between the student's socioeconomic status and level of social competence was revealed for language grades. Students in the high social competence groups from both socioeconomic statuses received significantly higher grades than the average of the other four groups. Results further indicated no significant difference between the grades received by girls who were judged highly socially competent and the grades of boys judged as highly socially competent.

The linear relationship between the combination of the independent variables of the sex and social competence of the student and the nature of the classroom interactions was .496. However, correlations between social competence and the individual types of classroom interactions were of such low magnitude that no inferences could be made.

A pilot study indicated no significant differences between the teacher's judgment of the level of social competence of black, white, or Puerto Rican students.

The results of this study indicate that a teacher's perception of a student's level of social competence is an important variable in the educational milieu. Future research needs to be undertaken to clarify the patterns of development, the influences on, and the ramifications of social competence for children in schools.

272. WESSLER, Robert Alan (Ed. D.). "AN ASSESSMENT OF ACHIEVEMENT AND ATTITUDE TOWARD MUSIC EDUCATION AMONG FOURTH, FIFTH, AND SIXTH GRADE STUDENTS IN COROZAL, PUERTO RICO." University of Illinois at Urbana-Champaign, 1976. 374 pp. Source: DA1, XXXVII, 10A (April, 1977), 6336-A-6337-A. XUM Order No. 77-9239.

The purpose of this study was to gather baseline data on the status of fourth, fifth, and sixth grade children in Corozal, Puerto Rico, with respect

to knowledge, skill, understanding, and attitude in music. Each has been identified by the National Assessment of Educational Progress as important for education in the United States. Analysis of the purpose led to the following sub-problems: A. What is the present official philosophy and program of music education in Corozal, Puerto Rico? B. What knowledge and attitude toward music education are held by the academic community? C. What knowledge and attitude toward music education are held by the parents? D. What knowledge and attitude toward music education in Corozal are held by administrative personnel at local, district, and Island levels? E. What are the fourth, fifth, and sixth grade student attitudes toward music education at Rafael Martínez Nadal School? F. What knowledge, performance skill, and understanding in music as measured by National Assessment of Educational Progress techniques are held by fourth, fifth, and sixth grade students in Corozal?

The investigator perused recent research and interviewed the General Supervisor of Music of Puerto Rico and his assistant, the district school superintendent, and the school principal to obtain data on the official philosophy of music education. Three questionnaires were developed and administered to thirty-three teachers, twelve parents, and 180 students to answer other attitude and knowledge questions.

The National Assessment of Educational Progress music objectives for the nine-year-old child were selected as a well thought-out listing on which the achievement of the Puerto Rican students could be assessed. Eight performance and two nonperformance exercises were given to twenty randomly selected students from each of the three grades. Sixteen nonperformance exercises were used to assess the achievement of forty students randomly selected from each grade. None of the students had been involved in a music instruction program.

The following conclusions were made: 1. The philosophy of music education in Puerto Rico was traditional and activity oriented. 2. The students in the study had not mastered music reading skills, vocal or instrumental performance skills, and did not demonstrate a comprehensive knowledge or understanding of music when compared with the expectations of the written and stated objectives of the Fine Arts Program. 3. A median score of .29

revealed a low level of success among students on all twenty-six exercises. 4. Classroom teachers at Rafael Martínez Nadal School in Corozal were not teaching music as evidenced by their statement and the achievement of their students although the guides and directives of the Fine Arts Program indicated these teachers were expected to accomplish departmental goals. 5. Students were unfamiliar with the mandolin and showed little interest in learning to play it or the cuatro, both of which were important instruments in native Puerto Rican music. 6. Students and the superintendent indicated an interest in a school band, but other respondents, including the supervisors of music, were not enthusiastic. 7. According to the music supervisors, the superintendent, and the principal, the most important objectives for music education were: reading music notation; knowledge and skill in theory and solfege; playing instruments of the concert band and of the tuna (folk instrumental and choral ensemble), especially guitar; and improvising. Instruction in guitar and other instruments of the tuna was selected the most important objective by the parents, faculty, and students. 8. Almost no data were gathered to support singing in the schools. 9. Girls were more successful than boys on performance and nonperformance tasks.

Among the recommendations made were: 1. Serious consideration should be given to developing a culture-based music education curriculum. 2. The philosophy, purposes, and structure of the school band program should be re-examined to determine its effectiveness, usefulness, and value in Puerto Rican education. 3. A reassessment should be made of the role of the Free Schools of Music in the total educational system. 4. A re-examination of the administrative and curricular structure of the Department of Education should be undertaken. 5. Serious consideration should be given to increased emphasis on the problem of preparing music specialists.

273. WESTFRIED, Alex Huxley (Ph. D.). "TRANSFORMATIONS IN PUERTO RICAN IDENTITY: THE EMERGENCE OF A NEW GENERATION." Syracuse University, 1978. 487 pp. Source: DAI, XXXIX, 10A (April, 1979), 6210-A. XUM Order No. 7908569.

The purpose of this study is to document the detailed life histories and changes that occur among Puerto Rican families (focusing on the middle class mobile element who value a good education) in Devonshire, New England, from 1965 to 1978. The name of this city is fictionalized to protect the identity of the individuals and families presented. The dissertation is a three-year research project of the following aspects of family life: the emergence of a more companionate family, the growth of an independent nuclear family, inter-generational conflict, and the patterns of employment of members of the family viewed over two generations. Seven families were selected initially for intensive interviewing, but three families over two generations make up the core of the dissertation.

The methodology is based on symbolic interactionism and ethnomethodology. The approach is situational. The study documents the emergence of distinctive new patterns in leadership within a Hispanic community, in religious behavior in an urban context, and transformations in Puerto Rican identity. The role of delinquent subcultures, nationalist ideology, working class traditions are also given consideration. Transformations in identity are evaluated and analyzed in terms of common problems and solutions. The impact of respectable institutions on Puerto Ricans is carefully documented. A new generation is clearly emerging which may well provide significant guidelines for Puerto Rican migrants to follow.

274. WURZEL, Jaime S. (Ed. D.). "A COMPARATIVE STUDY OF THE VALUE ORIENTATIONS AND INDIVIDUAL CHARACTERISTICS OF PUERTO RICAN AND ANGLO AMERICAN SCHOOL CHILDREN." Boston University School of Education, 1979. 110 pp. Source: DAI, XL, 9A (March, 1980), 4945-A. XUM Order No. 8005273.

The purpose of this study was to elicit cultural differences between Puerto Rican and Anglo American junior high children with two questionnaires: (a) the anthropological framework devised by Kluckhohn, (b) the Individual Characteristics

instrument devised by Solomon and Kendall. The value orientation framework examines the relationship of both cultural groups towards authority, towards peers (cooperation vs. competition) and towards nature or their environment. The individual characteristics framework examines the following personality traits within the context of school situations: teacher reliance, autonomy, concern for others and cooperation vs. competition.

All the seventh grade students in a Boston middle school were interviewed (34 Puerto Rican, 25 Anglo). Their socio-economic status ranged from non-skilled to skilled working class. The Anglo sample consisted of all white students, second generation and beyond, with no foreign languages spoken at home. For both samples, the responses were analyzed according to sex differences. The Puerto Rican sample was analyzed according to time of residence in the U. S. (zero to four years and five to thirteen). In order to establish the statistical significance of the results, analyses of variance were performed.

Puerto Ricans viewed authority of teachers and elders as a given, while the Anglo group contested their authority. The differences were significant at the .01 level. No significant differences were obtained in the Puerto Rican sample for the time of residence variable. No significant differences were obtained between sexes for the Anglo sample. Although not statistically significant, Puerto Rican boys showed more respect for authority than did Puerto Rican girls.

Most Puerto Rican subjects thought that God or the supernatural controlled events and their lives, while more Anglo students felt that the individual had more control (significant differences, .01). There were no differences along time of residence or sex differentiation in this domain.

There were no significant differences between peer cooperation and competition between the two samples. Similarly, within the individual characteristics framework, no significant differences were obtained between groups for any individual sub-test. However, the analysis of the results sheds some light on cross-cultural methodological and instrumental issues. In addition, implications for further research and for practical use are examined in this study.

275. YOUNG, Philip Kwock Yin (Ph. D.). "AN ANALYSIS OF THE ECONOMIC RETURNS TO FORMAL SCHOOLING FOR PUERTO RICAN MEN IN NEW YORK CITY." New York University, 1977. 196 pp. Source: DAI, XXXVIII, 4A (October, 1977), 2250-A. XUM Order No. 77-21,337.

This study examines the extent to which additional years of formal schooling have increased the annual earnings of Puerto Rican men in New York City. The procedure for estimating the returns to schooling involves multiple regression analysis using two separately constructed sets of microdata. The primary data set is taken from the 1970 Census 1/100 Public Use Samples (PUS) and contains a sample of Puerto Rican men residing in the New York City SMSA. The secondary data set is taken from the 1970 Census Employment Survey (CES) and contains a sample of Puerto Rican men residing in a federally designated low-income area of New York City (CES Area II--the Lower East Side and portions of the West Side of the Borough of Manhattan).

The findings of the analysis utilizing the PUS data set indicate that schooling has a sizable and significant effect on the annual earnings of Puerto Rican men in the New York City metropolitan area upon the completion of at least 12 years of schooling. For the sample of Puerto Rican men in CES Area II, the results of the regression analysis reveal that schooling has either an inconsistent or relatively small effect on annual earning. The results of the analysis of both the New York City SMSA sample and the CES Area II sample show that the economic return to a given amount of additional schooling is not significantly greater for second generation Puerto Ricans (those born in the United States of Puerto Rican parentage) than it is for those of the first generation. In the concluding chapter of the study, a critical analysis of the past policies of the New York City public school system toward Puerto Rican students is presented. A recently developed alternative to these established policies, bilingual-bicultural education,

is then discussed as a potentially effective means for improving the quality of schooling received by Puerto Rican students and for increasing their level of educational attainment.

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276. ZALDUONDO, Baltazara Colón de (Ph. D.). "THE SAVING AND CONSUMPTION VARIABLES IN THE GROWING PUERTO RICAN ECONOMY." Rutgers University, 1971.
206 pp. Source: DAI, XXXII, 9A (March, 1972), 4798-A-4799-A. XUM Order No. 72-9691.

The Puerto Rico Planning Board believes that present rates of consumption in Puerto Rico are too high and constitute a major bottleneck to economic growth. Its reports assert that the high rates of consumption impede a desirable level of personal savings and hence capital formation is at a lower level than would occur if more funds were available. At the same time liberal credit policies by financial institutions encourage high consumption with a subsequent misallocation of credit from productive to consumptive uses. As a result, some sectors (e.g., agriculture and industry) are deprived of sufficient investment funds. The Board also believes that high consumption levels contribute to a deficit in the external balance of trade with the mainland, since goods consumed on the Island have a high import content.

It is our contention that a high rate of consumption actually contributes to economic growth, given the specific features of Puerto Rico's industrial sector. In order to concentrate on internal development, it is useful to distinguish between locally owned and "foreign" (chiefly mainland) industry. For the most part local producers have specialized in production lines that are not in direct competition with those of non-local producers. Local producers in particular depend heavily on the internal market for the successful continuity of their production operations. A reduction in consumption would mean threatening the further development of these industries. Participation by local businessmen in manufacturing

is as yet relatively low and curtailment of their markets would discourage additional ventures in this direction.

The deficiency in capital investment in Puerto Rico seems to be related primarily to the demand side, rather than to the supply side, for investible funds. Limited investment is explained mainly by (a) limited opportunities for heavy industry, (b) the smallness of the market for local producers, and (c) lack of experience by local producers in sophisticated techniques of production.

It should be recognized that a high rate of consumption may have positive, as well as negative, effects on development. Puerto Rico's rising per capita income has stimulated workers' consumption aspirations and social mobility, thus leading to higher levels of education and ultimately higher productivity. Urbanization in Puerto Rico has chiefly reflected internal migration. Such spatial and social mobility encourages the breakdown of traditional modes of production and fosters new types of entrepreneurship. At the present stage of Puerto Rican development the scarcity of financial resources should not permit these real factors to be overlooked.

277. ZWIEBEL, Sarah (D. S. W.). "THE RELATION BETWEEN

MATERNAL BEHAVIORS AND AGGRESSION IN SONS:

BLACK AND PUERTO RICAN FAMILIES." Adelphi

University School of Social Work, 1979. 218 pp.

Source: DAI, XL, 12A, Part 1 (June, 1980),

6430-A. XUM Order No. 8013689.

1. Introduction. This study sought to identify the relation between the child rearing behaviors of black and Puerto Rican mothers of low socioeconomic status and the existence of aggressive behaviors in their latency age sons. It is also asked whether black and Puerto Rican mothers differ overall in their child rearing behaviors. This knowledge was thought useful for the purpose of both the education and treatment of parents and children, and for the profession's understanding of differing ethnic and racial child rearing practices among the urban poor.

II. Methodology. Two groups were selected for comparison. The case group was a consecutive sample of black and Puerto Rican mothers in receipt of Medicaid benefits who applied to the Mount Sinai Hospital Out-Patient Child Psychiatry Clinic for help with their 6-12 year old sons who were presenting problems of aggression (N=33). The control group was a consecutive sample of black and Puerto Rican mothers in receipt of Medicaid benefits who utilized the Mount Sinai Hospital Out-Patient Pediatric Clinic for their 6-12 year old sons (N=48). The sons of the control group of mothers had never been referred for help with any emotional or behavioral problems and did not have any chronic physical illness or physical handicaps.

Maternal child rearing behaviors were ascertained by means of the mother's self report on the Maternal Child Rearing Behavior Questionnaire which was developed at the Albert Einstein College of Medicine. This instrument measures 8 dimensions of maternal behavior: (a) Acceptance; (b) Aggression; (c) Anxiety; (d) Control; (e) Depression; (f) Inconsistency; (g) Rejection; and (h) Sociability. Each of these dimensions has from 10 to 15 items which question the mothers about their behaviors vis-a-vis a specific child. Prior split half reliability for each dimension varied from .81 to .87.

III. Data Analysis. All of the data were stratified for Cases (N=33) and Controls (N=48), Black Cases (N=10) and Black Controls (N=17), Puerto Rican Cases (N=23) and Puerto Rican Controls (N=31), and for blacks (N=27) and Puerto Ricans (N=54).

Chi square contingency tables were tabulated to compare the high and low scoring Cases and Controls, high and low scoring Cases and Controls stratified for ethnicity, and high and low scoring blacks and Puerto Ricans on each of the 8 dimensions.

IV. Findings. In accord with the findings of previous studies mothers of aggressive sons scored significantly higher than mothers of normal sons on the dimensions of Aggression ($p < .001$), Rejection ($p < .001$) and Inconsistency ($p < .05$), and mothers of normal sons scored significantly higher than mothers of aggressive sons on the dimension of Sociability ($p < .01$). Contrary to the findings of previous studies, there were no significant differences between Cases and Controls on the

Acceptance dimension, and Cases were significantly higher than Controls on the Control dimension ($p < .05$). In addition, mothers of aggressive sons were significantly higher than mothers of normal sons on the dimension of Depression ($p < .001$).

The H_0 was supported in comparing black and Puerto Rican mothers on all dimensions except Anxiety; Puerto Rican mothers scored significantly higher than black mothers on the Anxiety dimension ($p < .01$). Puerto Rican mothers also scored higher than black mothers on the sociability dimension, but the difference between the scores of the two groups only approached significance ($p = .07$).

A panel of experts reviewed each of the 103 items of the Maternal Child Rearing Behavior Questionnaire and raised question with the validity of the Acceptance and the Control dimensions.

The implications of the findings for practice, education, program development, and future research were discussed.

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